

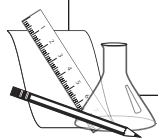
## Invitation to Learn

Distribute a baggie to each student filled with standard pattern blocks. Include one each of the following shapes: triangle, hexagon, small rhombus, large rhombus (parallelogram), square, and trapezoid. Invite the students to discuss the similarities and differences between the shapes. Invite them to count how many sides each shape has and compare the shapes that have the same number of sides to determine how they are different. Next, hand out the worksheet *What's My Shape?* Ask the students to draw a line from the column of shape pictures to the column of shape names to correctly identify each shape. Students could also cut out pictures of shapes from magazines and glue next to the appropriate words. Proceed to display vocabulary cards and pictures of the six pattern blocks.

## Instructional Procedures

### Materials

- ☐ Baggie of pattern blocks
- ☐ *What's My Shape?*
- ☐ *Pattern Blocks Templates*
- ☐ *Pattern Blocks Vocabulary Cards*
- ☐ *Vocabulary Journal*
- ☐ *Pattern Blocks Activity Cards*
- ☐ Bucket of Pattern Blocks
- ☐ Pattern Block stamps or templates
- ☐ Stamp pads



### Vocabulary Journal – Pattern Blocks

1. Using the *Vocabulary Journal Template*, copy and compile journals for each of your students.
2. Distribute the *Vocabulary Journals* and ask the students to write the name of each shape on the line as the term is introduced.
3. Describe each term using an example, giving an explanation of the word, or a description of the word.
4. Invite students to explain each term using their own words and write it on the lines provided in the journal.
5. Next, students will draw a picture representing the term in their journals.

### Pattern Blocks Activity Cards

The cards are designed with four levels ranging from simple to more difficult. Start with the Level I cards in your Math Center.

1. Level I – The designs show the shapes and colors of the standard pattern blocks used to make them. The children need to find the blocks that match the colors and shapes on the card and place them on top of the illustration. (Cards 1-2)
2. Level II – The colors of the pattern blocks are not shown. Students must find and match the blocks by shape alone. (Cards 3-4)
3. Level III – Only the outline of the design is shown, so the students must figure out which blocks fit together within the

outline to create the design. (These designs are open-ended, in that there is more than one way to complete each design. (Cards 5-6)

4. Level IV – These cards address the concept of symmetry. One half of the design shows the individual shapes in color, and the other half shows a symmetrical outline only. The students must figure out how to create a design that is the mirror image of the one they see. (Cards 7-8)

## Stampin' Shapes

1. Distribute pattern block stamps and stamp pads for use in a center.
2. Provide white paper for the students to stamp their patterns, designs, or pictures.
3. Encourage the students to combine shapes to create other shapes.

## Assessment Suggestions

- The *Vocabulary Journal* is a good way to check for understanding of the new academic vocabulary that is introduced. (Note that the First Grade Math Core does not hold students accountable for all of the vocabulary introduced in this activity.) Copy one of the Level II cards and invite children to color the design using the corresponding color for each of the standard pattern blocks.
- Observation of students completing the *Pattern Blocks Activity Cards* provides an opportunity to assess students' understanding of simple geometric figures.
- Use *What's My Shape?* worksheet as a pre or post assessment.

## Curriculum Extensions/Adaptations/Integration

- Copy one of the Level II cards and invite children to color the design using the corresponding color for each of the standard pattern blocks.
- Students can count and graph how many individual blocks they used for each activity card.

- Help children understand patterns and designs by having them create or extend their own designs.
- Make copies of the Level I to III cards and ask students to fold the design on the line of symmetry. Hold the paper up to a light to check for alignment.
- Use an unframed mirror to check for symmetry. Hold the mirror on the assumed line of symmetry to determine if the reflected side is symmetrical.

## Family Connections

- Distribute paper copies of the standard pattern blocks (*Pattern Blocks* templates included in this activity) for students to use at home to create their own designs.
- Provide the website URLs, listed for this activity, for parents to access the internet.

## Additional Resources

### Books

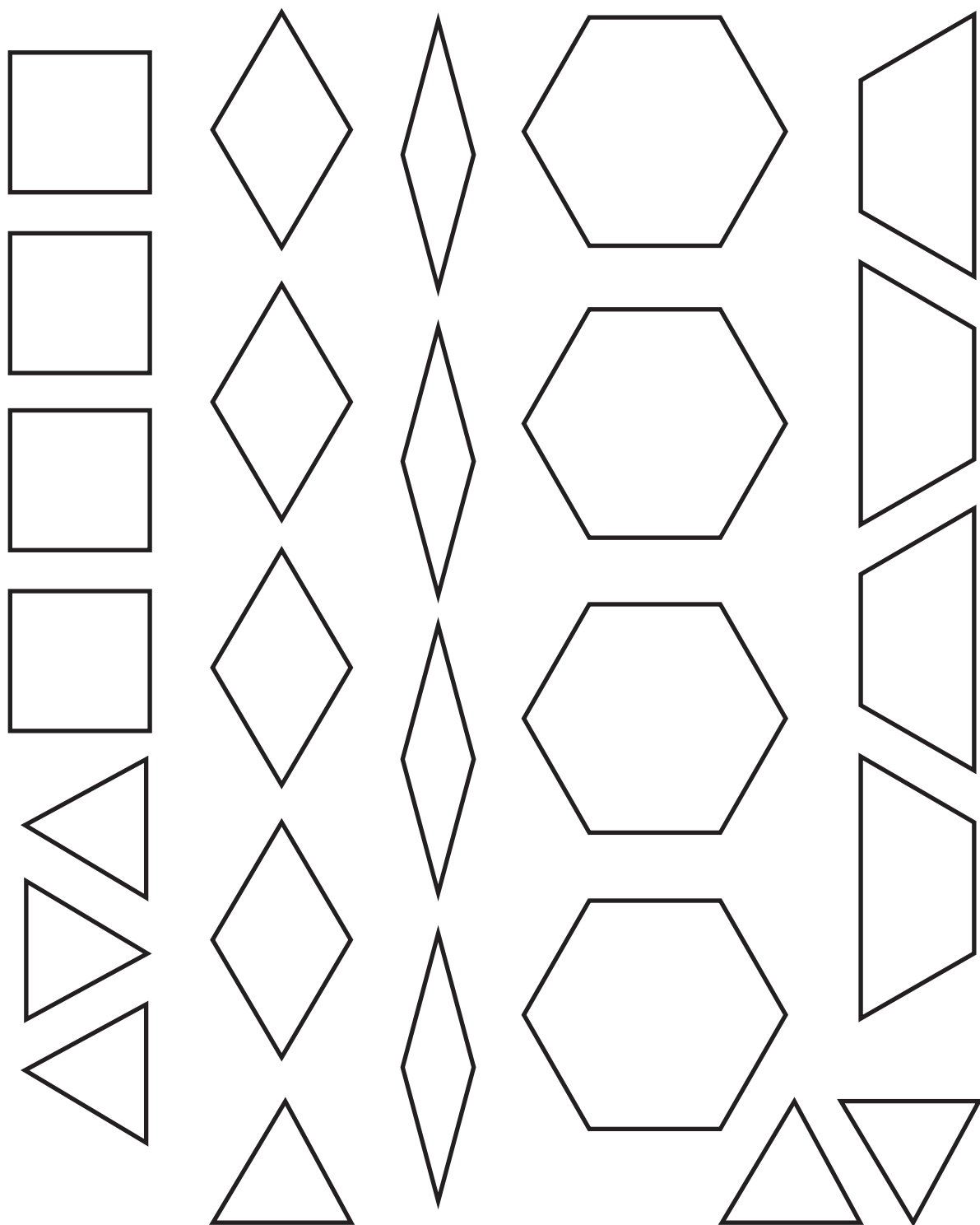
*A Cloak For The Dreamer*, by Aileen Friedman; ISBN 978-0590489874

### Web sites

Pattern Blocks [http://www.arcytech.org/java/patterns/patterns\\_j.shtml](http://www.arcytech.org/java/patterns/patterns_j.shtml)

National Library of Virtual Manipulatives <http://www.matmath.com>

# Pattern Blocks





Name \_\_\_\_\_

## What's My Shape?

Directions: Draw a line to match the following shapes with the correct word.

**square**

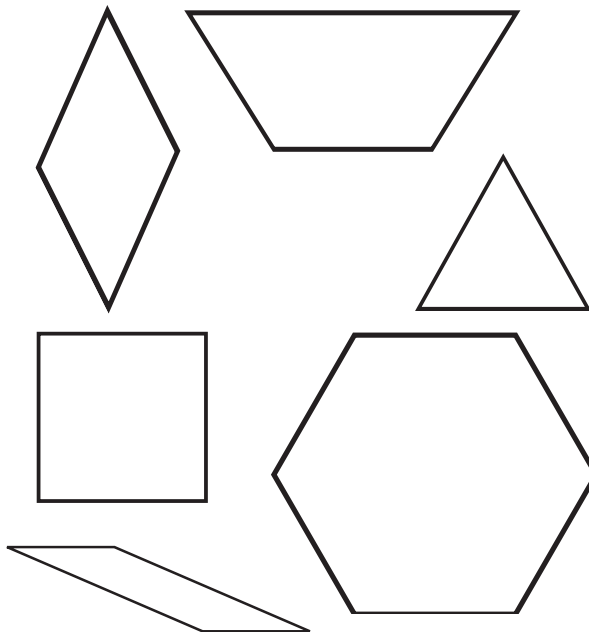
**trapezoid**

**parallelogram**

**rhombus**

**triangle**

**hexagon**



Name \_\_\_\_\_

## What's My Shape?

Directions: Draw a line to match the following shapes with the correct word.

**square**

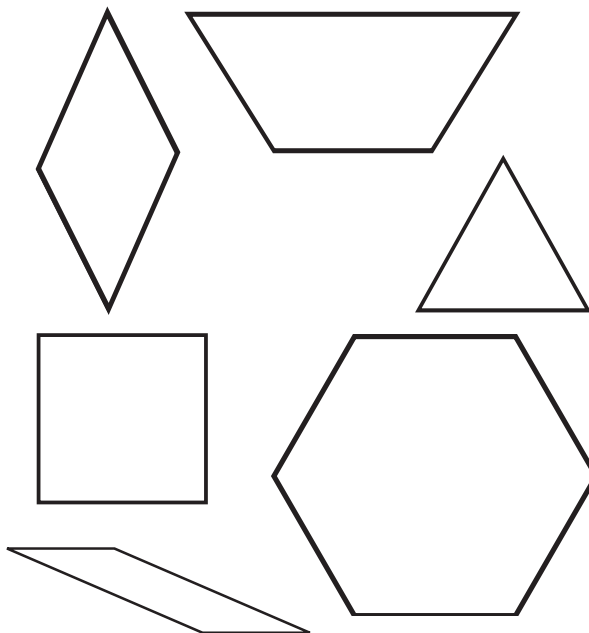
**trapezoid**

**parallelogram**

**rhombus**

**triangle**

**hexagon**



# Vocabulary Journal Template

Vocabulary Word \_\_\_\_\_

Explain \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Draw Picture

Vocabulary Word \_\_\_\_\_

Explain \_\_\_\_\_



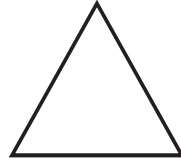
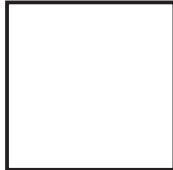
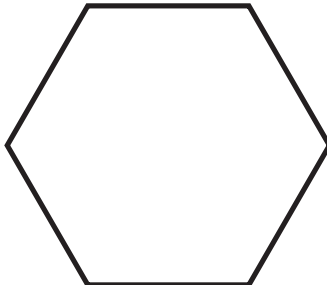

\_\_\_\_\_

\_\_\_\_\_

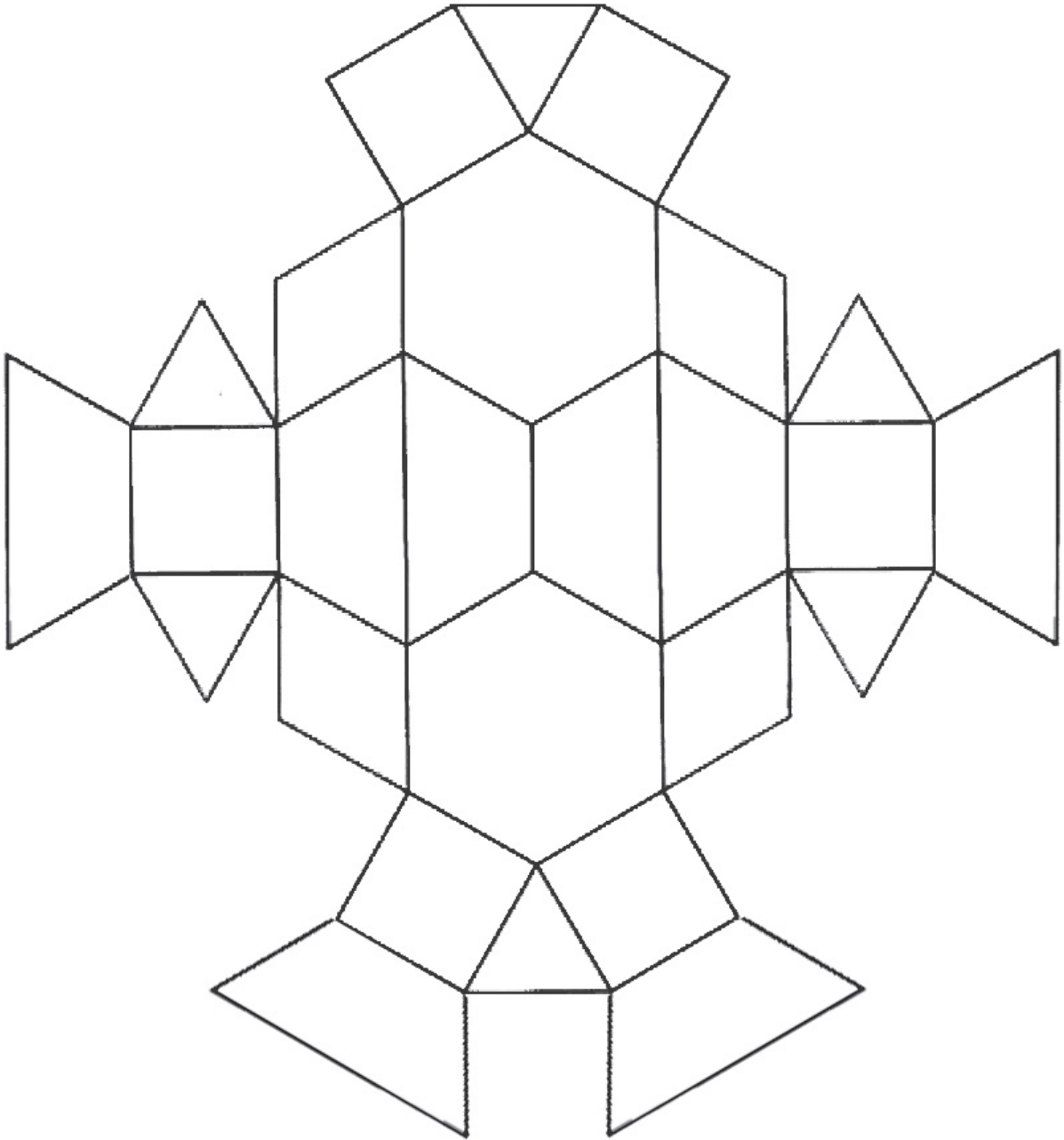
\_\_\_\_\_

Draw Picture

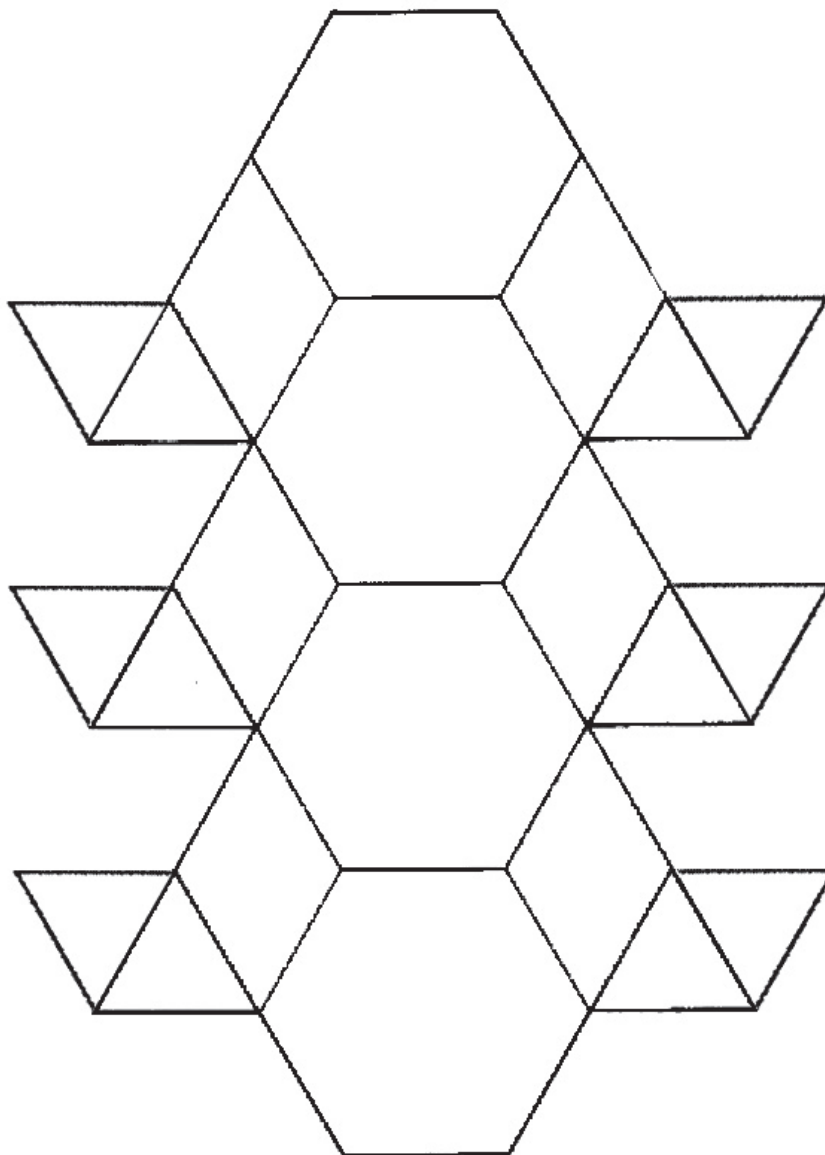
# Pattern Blocks Vocabulary Cards

<b>trapezoid</b>	
<b>rhombus</b>	
<b>triangle</b>	
<b>square</b>	
<b>hexagon</b>	
<b>parallelogram</b>	

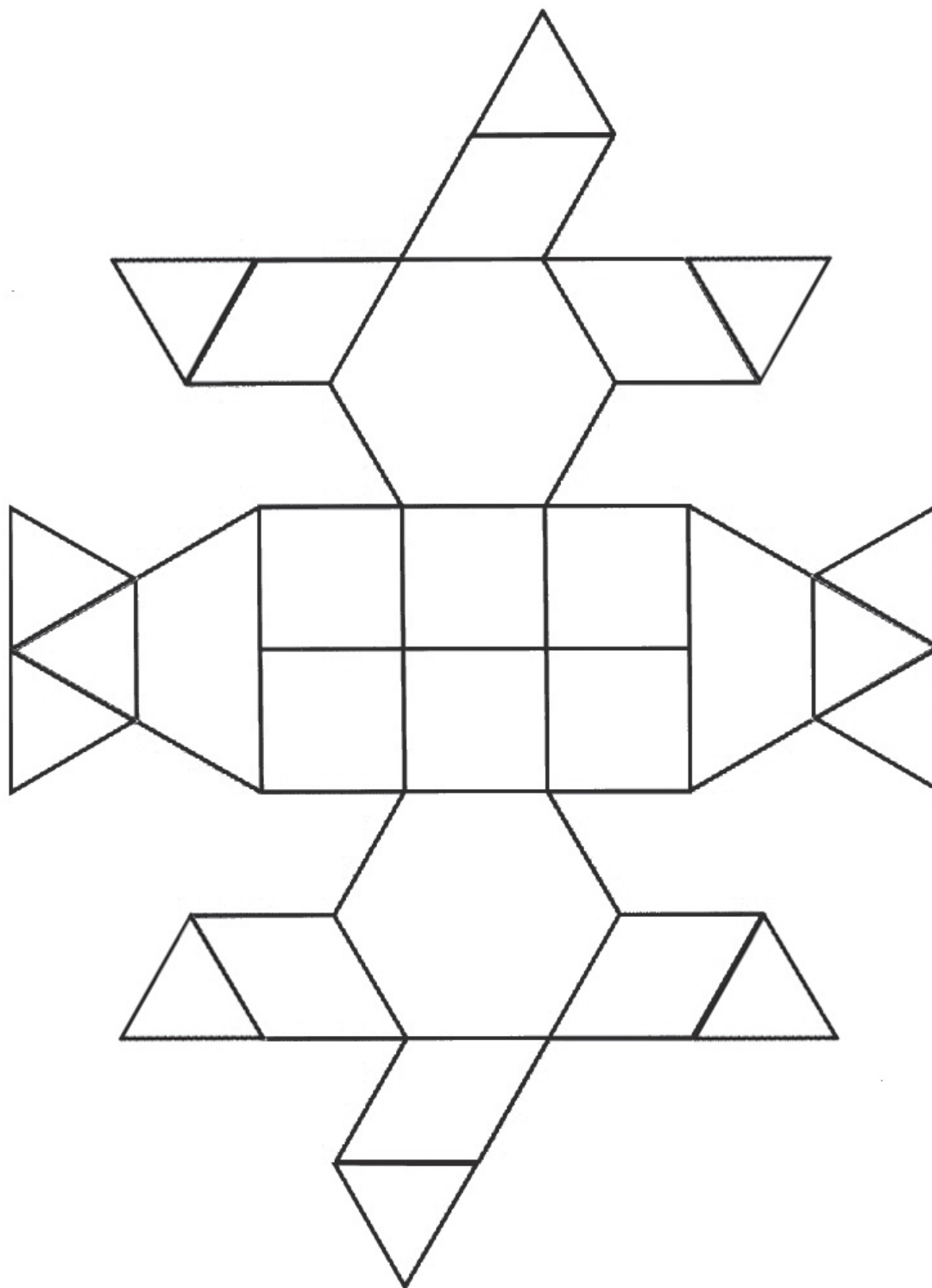
# Pattern Block Activity Cards



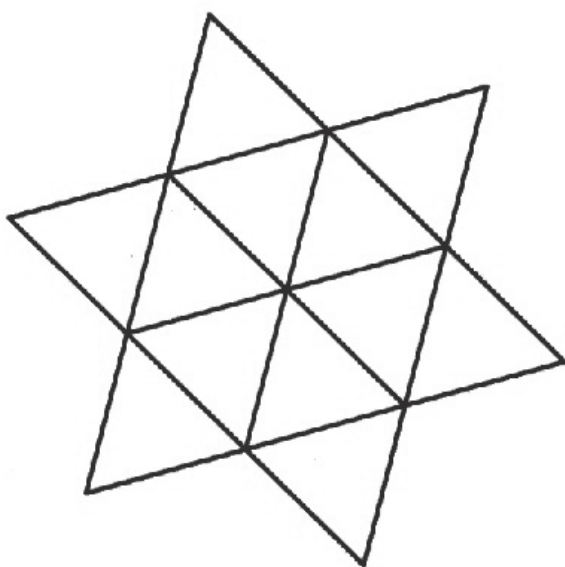
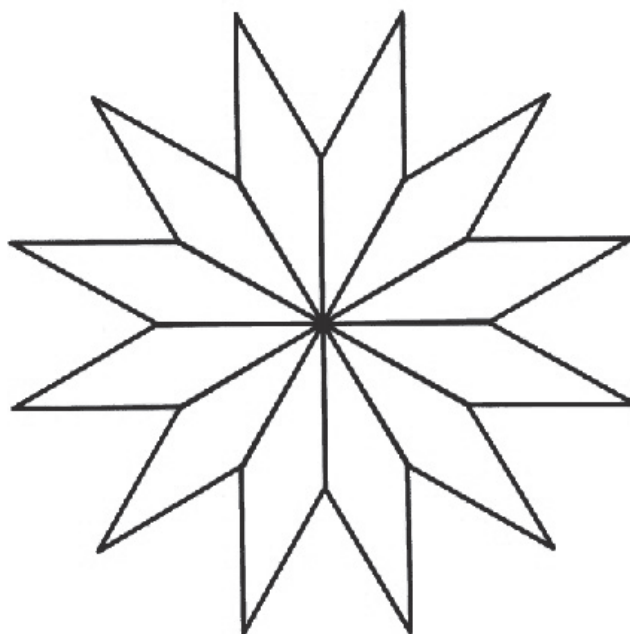
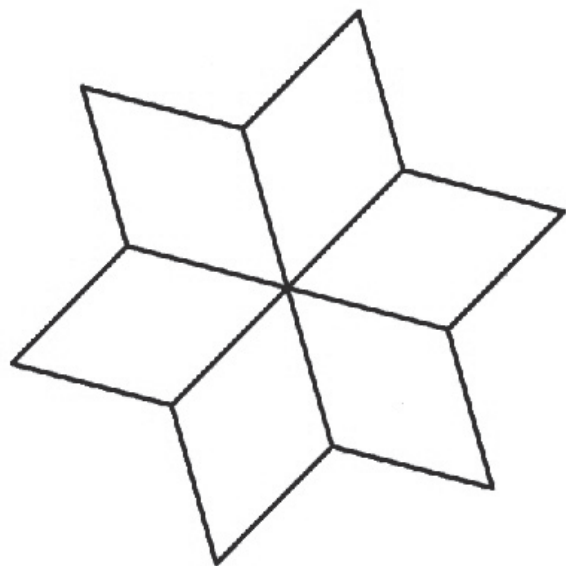
# Pattern Block Activity Cards



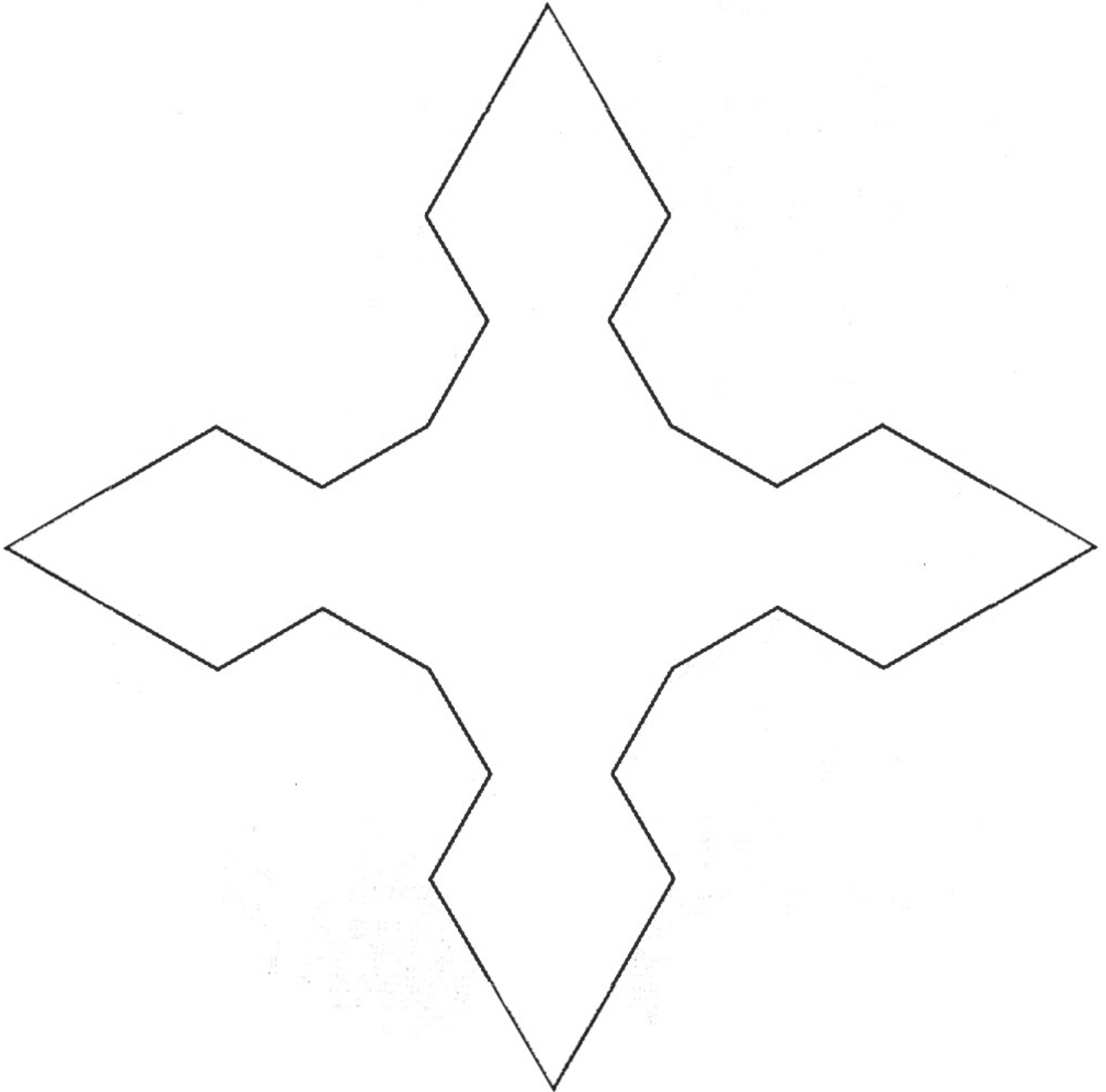
# Pattern Block Activity Cards



# Pattern Block Activity Cards

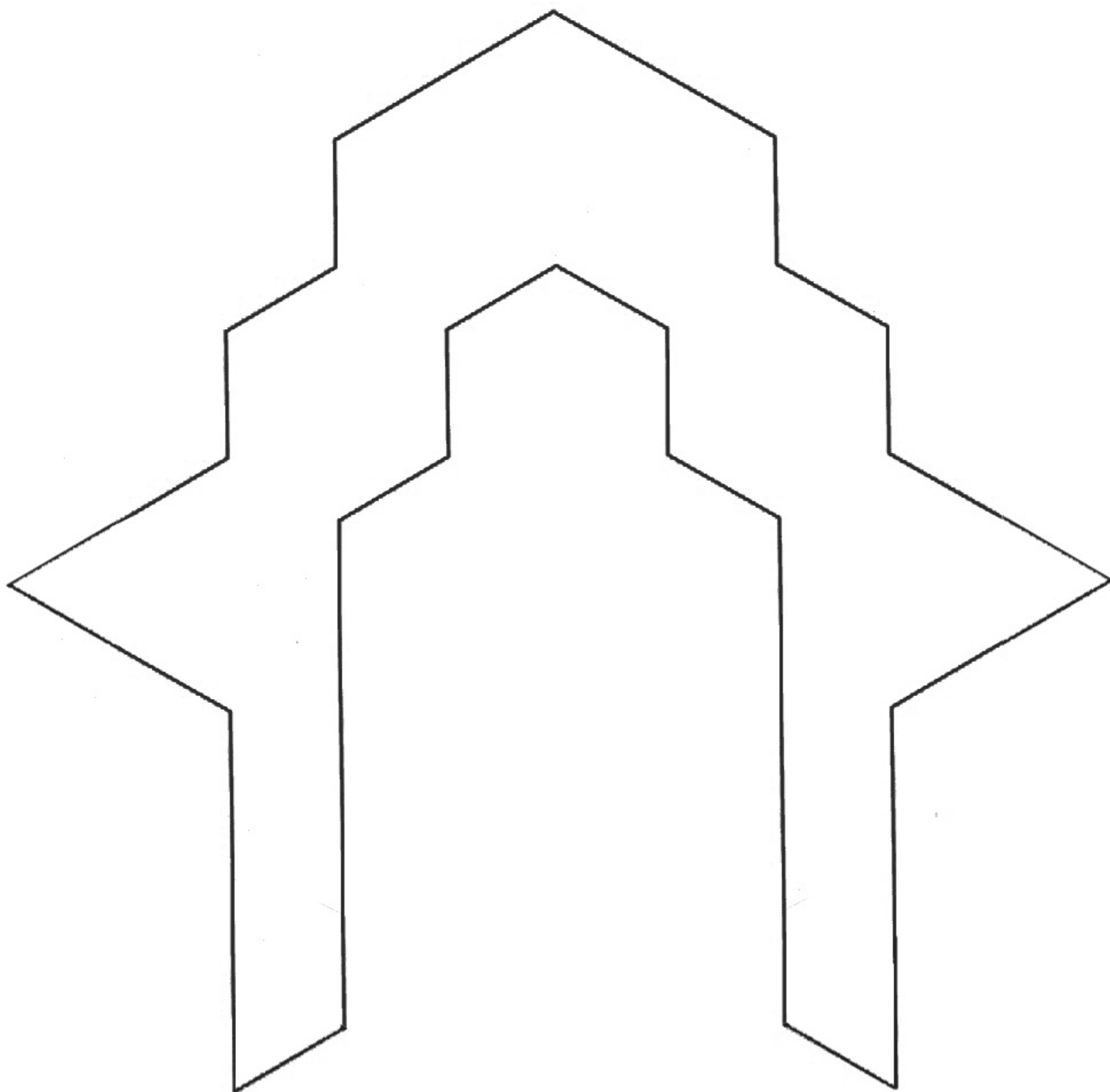


# Pattern Block Activity Cards

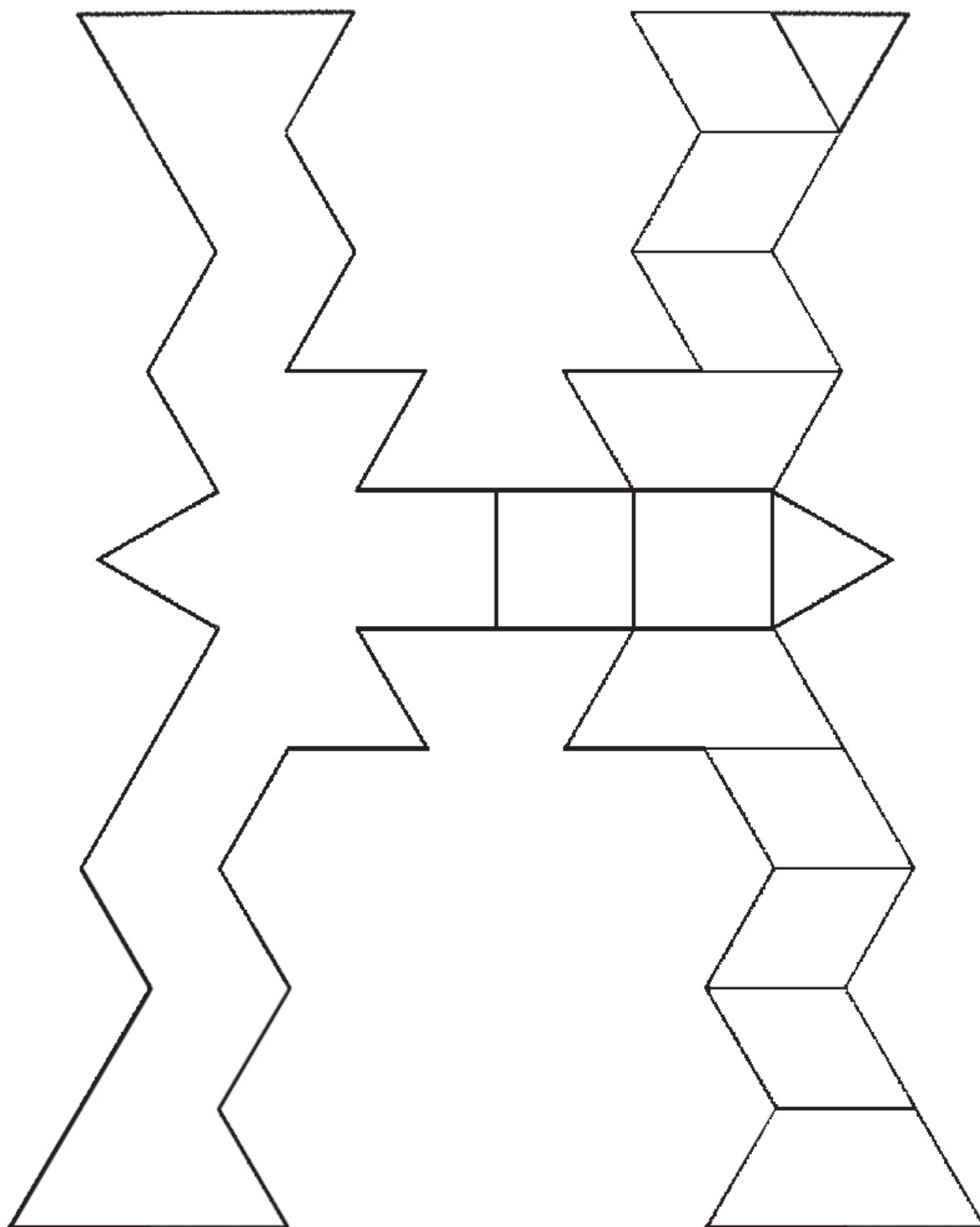




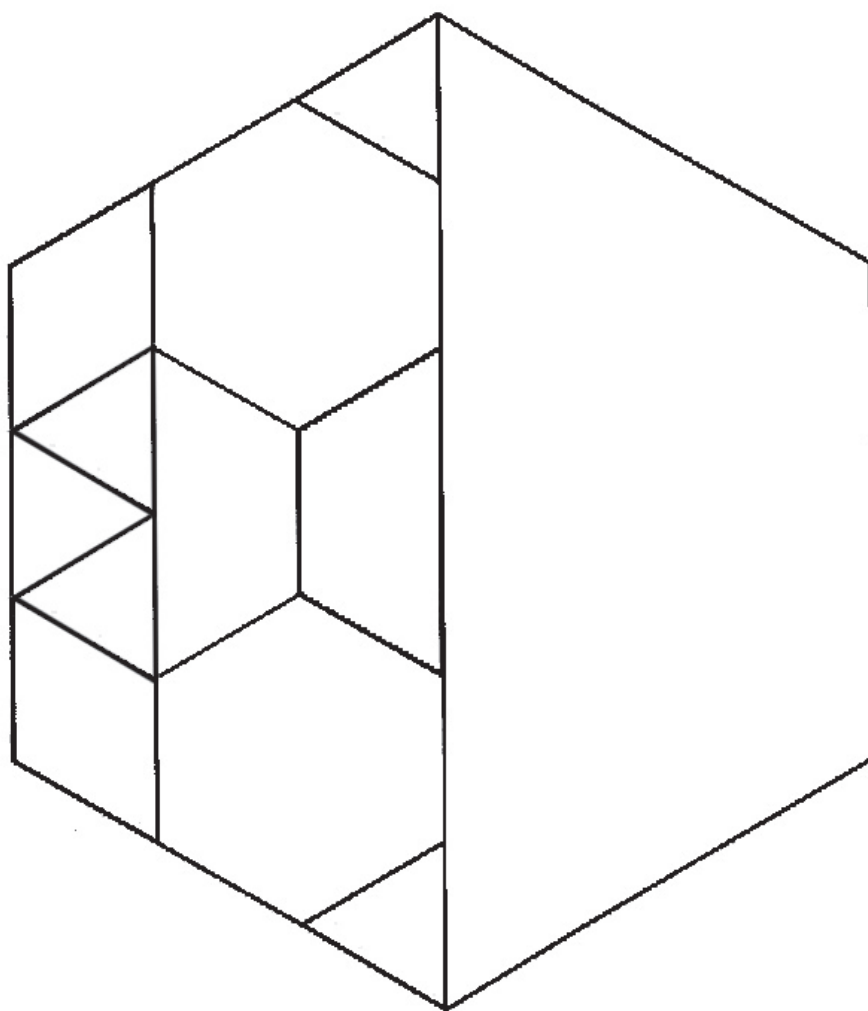
# Pattern Block Activity Cards



# Pattern Block Activity Cards



# Pattern Block Activity Cards





# Geo Shapes

## Math Standard III

## Objective 1

### Connections

#### Standard III:

Students will understand simple geometry and measurement concepts as well as collect, represent, and draw conclusions from data.

#### Objective 1:

Identify, describe, and create simple geometric figures.

#### Intended Learning Outcomes:

1. Demonstrate a positive learning attitude.

#### Content Connections:

Language Arts VI-2; math vocabulary words

## Background Information

Students should already be able to recognize and create the four geometric shapes: circle, square, rectangle, and triangle. They are now ready to be taught how to combine shapes to make other shapes. (e.g., make a square from two triangles). *Geoboards* can be used to teach children how to compose and decompose plane figures.

## Research Basis

Hellwig, S. J., Monroe, E. E., & Jacobs, J. S., (November 2000) *Making Informed Choices: Selecting Children's Trade Books for Mathematics Instruction. Teaching Children Mathematics*. Retrieved November 18, 2006 from <http://www.questia.com>.

Trade books allow students to interact with mathematics in context, helping them draw meaningful connections between experiences in the classroom and life outside the classroom. They can provide an appealing setting that shows how mathematics exists in our world. Trade books can also give students the opportunity to develop language skills as they develop mathematical skills.

Chapin, S. H., Johnson, A. (2000). *Math Matters: Understanding the Math You Teach*. p.145-146.

This research suggests that students first learn to identify shapes and figures only on the basis of appearance. They may not recognize properties of figures, and orientation affects how they view a figure. Classroom instruction in the early grades needs to include example of a variety of each type of shape shown in various orientations.

## Invitation to Learn

Begin by reading the book *Try It With Triangles*. Ask them to name the geometric shapes that they see in the story. Display the *Shape Vocabulary Cards* as the students name them from the book.

### Materials

- ☐ *Try It With Triangles*
- ☐ *Shape Vocabulary Cards*
- ☐ Triangles template
- ☐ Scissors
- ☐ Glue
- ☐ Construction paper
- ☐ Geoboards and geobands
- ☐ *Geo Shapes*
- ☐ Wikki Stix®
- ☐ Toothpicks
- ☐ Mini marshmallows
- ☐ Pocket Chart
- ☐ Shape Category Cards
- ☐ Shape Pictures for sorting
- ☐ *Shape Sort Book*



## Instructional Procedures

### Try It With Triangles

1. Make copies of the *Triangles* template
2. Instruct students to cut out the triangles to make pictures or designs by combining triangles.
3. Glue them on a piece of construction paper.
4. Display the pictures in the classroom.

### Geo Shapes

1. Use an overhead geoboard (if available) to demonstrate how to manipulate the bands on the board. (It is also helpful to establish some safety routines so the elastics don't slip and hit other children.)
2. Pass out the Geoboards and geobands. (Provide free exploration time for students to manipulate the geoboards before using them in a math lesson the first time.)
3. Provide time for the students to practice making the four geometric shapes on the geoboards (or shape worksheets).
4. The students can make rectangles, squares, and triangles on one side and a circle on the reverse side of the geoboard.
5. Ask the students to create a square by combining two equal triangles using the elastics or geobands. Next, ask them to make a square by combining two rectangles using the elastics.
6. Ask them to make a rectangle by combining two squares.
7. Ask them to make a rectangle by combining two triangles.
8. Turn the board over to the circle side and ask them to create a circle.
9. Pass out the *Geo Shapes* worksheet and ask the students to connect the dots on the arrays to create shapes by combining the shapes they have used on the geoboards.

### Wikki Shapes

1. Provide Wikki Stix® (or pipe cleaners) for students to use to create common two-dimensional geometric shapes (e.g., circles, squares, triangles, and rectangles).
2. Provide toothpicks and marshmallows and instruct students to create three dimensional shapes (e.g., a rectangular prism, a cube, or a pyramid).

## Shape Sort

1. Using the website (see Additional Resources section) download the shape sort cards to do the pocket chart activity.
2. Place the six category cards across the top of the pocket chart.
3. Look at each of the pictures for sorting.
4. Place them under the correct category card (e.g., ice cream cone under triangle).
5. Using the *Shape Sort Book* template, create an individual book for each child to draw and name pictures for each of the four simple geometric shapes.

## Assessment Suggestions

- Using the geoboards or *Geo Shapes* worksheet you can assess the students' understanding of naming and creating common geometric shapes. You can also assess their ability to combine common geometric shapes to make other shapes.
- Use the Wikki Stix® to assess if the students can name the shapes they create.
- Using the shape sort you can assess whether students can sort common geometric figures.

## Curriculum Extensions/Adaptations/Integration

- The *National Library of Virtual Manipulatives* website provides students opportunity to create geometric shapes using virtual geoboards.
- Ask the students to make the following common pattern block shapes on the geoboard: **Rhombus** - You can fit two triangles inside of it. **Trapezoid** - You can fit three triangles inside of a trapezoid or one blue rhombus and one triangle. **Hexagon** - You can fit six triangles or three blue rhombus or two trapezoids inside of it.

## Family Connections

- Blank copies of the *Geo Shapes* worksheet can be sent home for students to share with their families in creating geometric shapes.

- Provide families with the website URL for the *National Library of Virtual Manipulatives*.
- The website address for the Shape Sort can be given to families, as well.

## Additional Resources

### Books

*Try It With Triangles*, by Zelda King; ISBN 0-8239-8873-2

*Circus Shapes*, by Stuart J. Murphy; ISBN 978-0064467131

*The Greedy Triangle*, by Marilyn Burns; ISBN 978-0590489911

*Goldie Locks and the Three Squares*, by Grace Maccarone; ISBN 978-0590543446

*The Shape of Things*, by Dayle Ann Dodds; ISBN 978-1564026989

*Circle City*, by Dana Meachen Rau; ISBN 978-0516265421

*Twizzlers: Shapes and Patterns*, by Jerry Pallotta; ISBN 978-0439340533

### Media

Mathville 1 <http://www.mathville.com> Activities; 4 Identify, 5 Sort, and 6 Build (shapes)

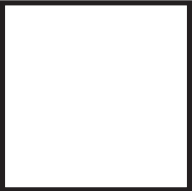
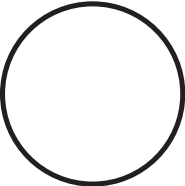
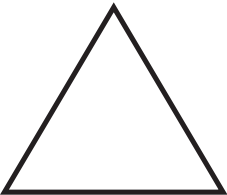

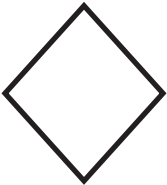
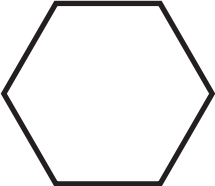
### Web sites

National Library of Virtual Manipulatives <http://www.mattimath.com>

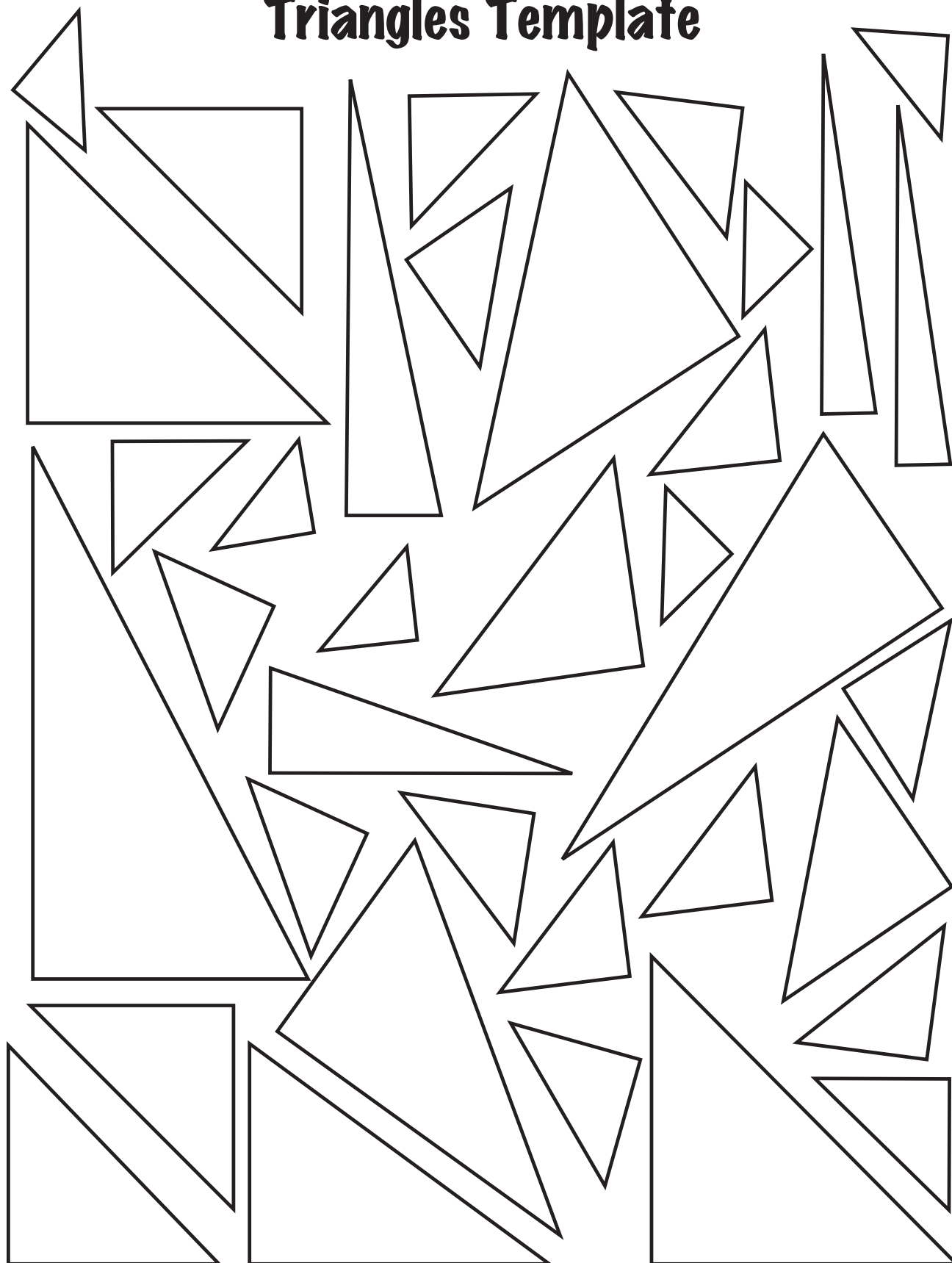
Shape Sort by Cherry Carl: <http://www.carlscorner.us/Document/Sort%20City/Shapes%20for%20sorting.pdf>



# Shape Vocabulary Cards

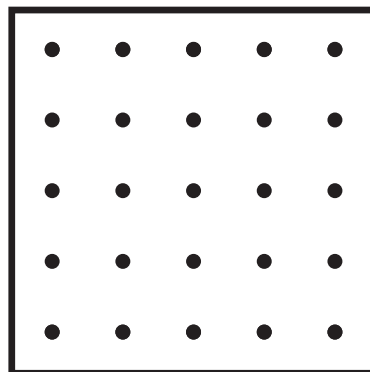
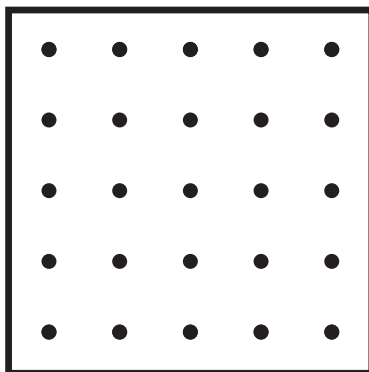
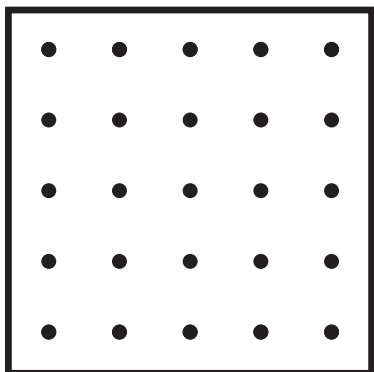
<b>square</b>	
<b>circle</b>	
<b>triangle</b>	
<b>rectangle</b>	
<b>diamond</b>	
<b>octagon</b>	

# Triangles Template

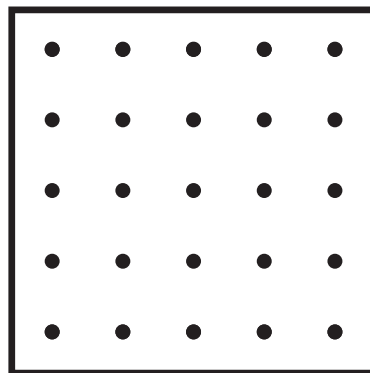
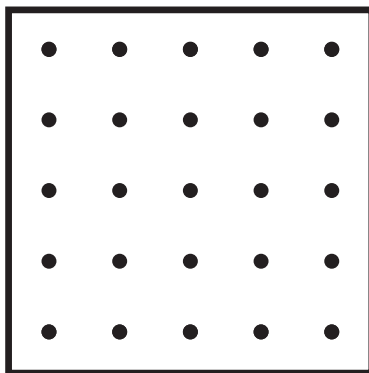
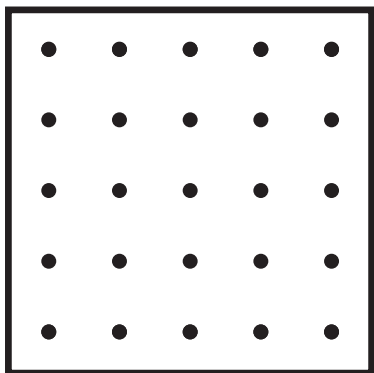


# Geo Shapes

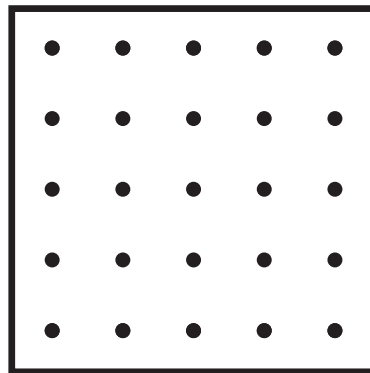
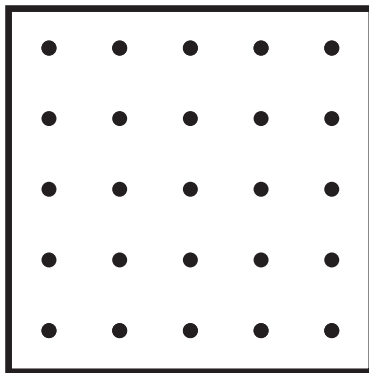
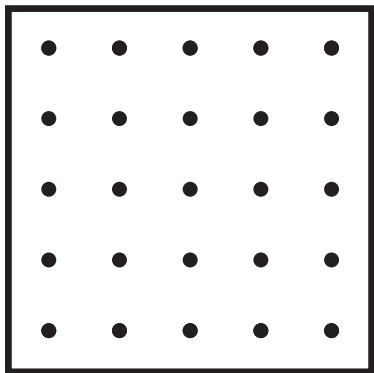
square



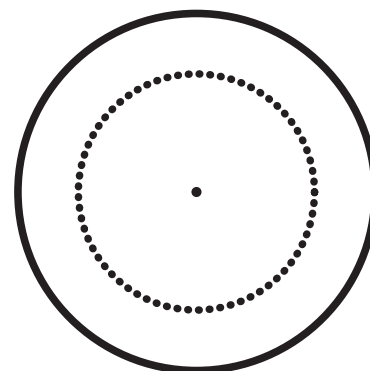
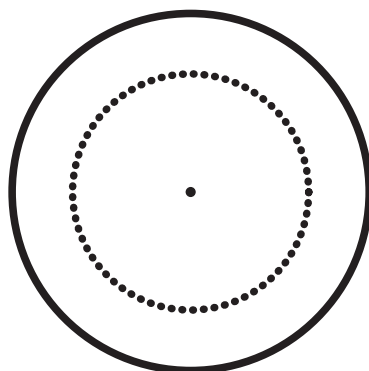
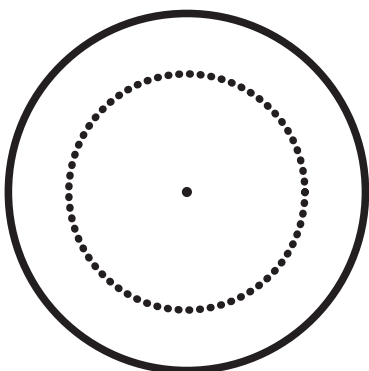
rectangle



triangle



circle



# Shape Sort Book Template 1

## My Shape Sort Book

Name \_\_\_\_\_

**circles**

# Shape Sort Book Template 2

**rectangles**

**squares**

# Shape Sort Book Template 3

**triangles**

**mystery shape**

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# Geometric Solids

## Math Standard III

## Objective 1

## Connections

### Standard III:

Students will understand simple geometry and measurement concepts as well as collect, represent, and draw conclusions from data.

### Objective 1:

Identify, describe, and create simple geometric figures.

### Intended Learning Outcomes:

5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written, and nonverbal form.

### Content Connections:

Math II-1; Skip counting by fives and tens  
Language Arts VI-2; Math vocabulary words

## Background Information

This activity will give the students opportunity to think mathematically and bridge from abstract drawings of geometric solids to realistic shapes in the environment. Students can display their knowledge of shape recognition using photographs. The students will deepen their understanding of geometric solids by writing a sentence about the geometric shape located in their photograph. Students will be given an opportunity to sort geometric solids and apply their understanding of skip counting by counting the solids after the sort is completed.

## Research Basis

National Research Council. (2002). *Helping Children Learn Mathematics*. Mathematics Learning Study committee, J. Kilpatrick and J. Swafford, Editors. Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press, p. 26.

This study outlines the five strands of mathematical proficiency. “Proficiency is much more likely to develop when a mathematics classroom is a community of learners rather than isolated individuals.” Questioning and discussion that encourages students’ thinking and problem solving strategies lead to greater understanding of mathematical concepts and ideas.

Blachowicz, C. & Fisher, P. J., (2006). *Teaching Vocabulary in All Classrooms*, p. 102.

This book suggests that one of the easiest ways to review new words for familiar concepts is with exercises that require students to match meanings to words.

## Invitation to Learn

Read the book *Round Is a Mooncake: A Book of Shapes*. This book becomes a discovery experience for things round, square and rectangular. Most of the objects are Asian in origin. A short glossary provides a cultural connection to the objects shown in the book.

## Instructional Procedures

### Shape Field Trip

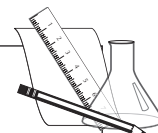
1. Take a Shape Field Trip around the school or around the neighborhood.
2. Give each pair of students a *Shape Locator Card* to assist in their location of shapes.
3. Students will raise the card when they have located a picture they want to photograph.
4. Students must be able to name the object and the geometric figure it represents.
5. Take a picture of the object using a disposable or digital camera.
6. Print out the pictures on individual papers for each student to write a sentence describing the object and the geometric figure it represents. (e.g., “The flag in Mrs. Smith’s class is in the shape of a rectangle.” or “The stop sign at the corner is in the shape of a hexagon.”)
7. Compile the pictures to make a classroom book or type the students’ sentences in a Word Processing Program to make a slide show presentation that can be linked to your school’s web site.

### Geometric Sort

1. In a math center invite students to sort the tub of geometric figures by placing 10 matching shapes in each tackle box. (For a description of the tackle box see the following website:) (<http://www.planomolding.com/content/index.cfm?siteaction=product&lineid=4&groupid=18&sectionid=65&partid=244>).
2. Ask the students to tell you how many shapes there are in all.
3. Guide their understanding of skip counting to count by tens for each box that is filled.

### Materials

- ☐ *Round Is a Mooncake: A Book of Shapes*
- ☐ *Shape Locator* (one card/two students)
- ☐ Disposable or digital camera
- ☐ Writing paper
- ☐ Pencils
- ☐ *Geometric Figures Tub*
- ☐ Eight double-sided utility boxes
- ☐ *Geometric Solids Vocabulary Cards*
- ☐ *Shape Matching Exercise*





4. Next, the students will sort the shapes by placing five matching shapes in each tackle box.
5. Guide them to skip count by fives to obtain the answer.
6. Ask them to compare which method of counting was longer, shorter, faster, slower, etc.
7. Encourage them to find other ways to count the shapes (e.g., counting by ones or twos).

## Assessment Suggestions

- The shapes the students locate and photograph on the Shape Field Trip and the sentences the students write for their classroom book can be used to assess student understanding of basic geometric figures.
- Distribute the *Shape Matching Exercise* that requires students to match meanings to words (e.g., match the pyramid to the sentence that describes it).

## Curriculum Extensions/Adaptations/Integration

- Students can create their own matching exercises using the pictures they took on the Shape Field Trip and matching them to the sentences they wrote.
- After sorting the geometric figures, students can match the correct vocabulary word card with the corresponding box of shapes.

## Family Connections

- Send home a copy of the *Shape Locator* and ask students to locate objects at home that can be brought to school (e.g., a cereal box represents a rectangular prism and a can of soup represents a cylinder).
- Students can match the vocabulary/word cards and pictures at home for further practice.

## Additional Resources

### Books

*Round Is a Mooncake: A Book of Shapes*, by Roseanne Thong; ISBN 978-0439318327

*Looking at Shapes*, by Dr. Shirley Tucker and Jane Rambo; ISBN 978-0736812849

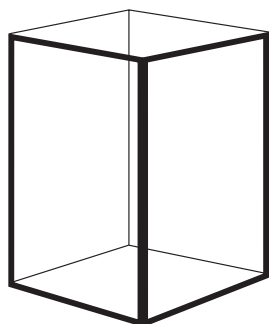
*Cubes, Cones, Cylinders, & Spheres*, by Tana Hoban; ISBN 978-0688153250

*Shapes, Shapes, Shapes*, by Tana Hoban; ISBN 978-0688147402

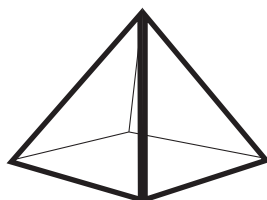
*So Many Circles, So Many Squares*, by Tana Hoban; ISBN 978-0688151652

*Captain Invincible and the Space Shapes*, by Stuart Murphy; ISBN 978-0064467315

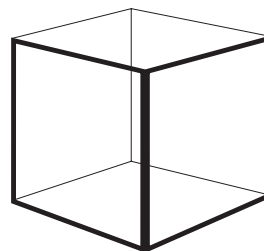
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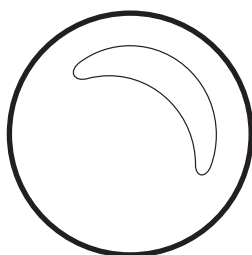
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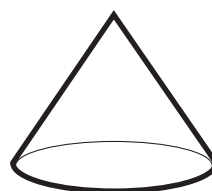
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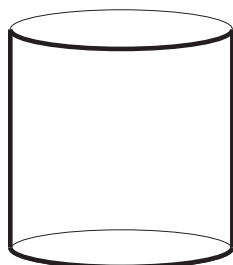
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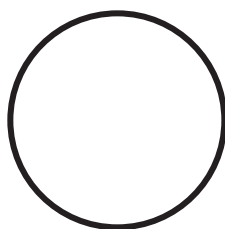
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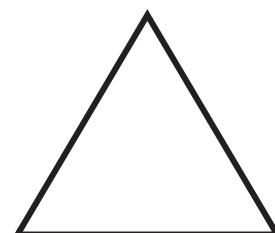
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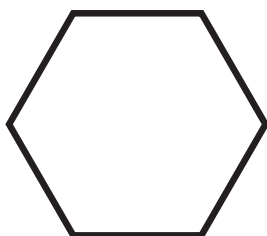
**cylinder**



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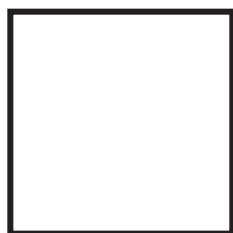
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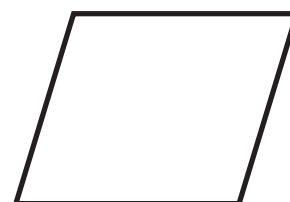
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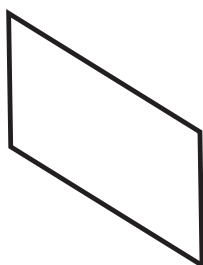
**rectangle**



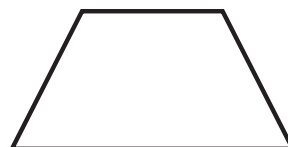
**square**



**parallelogram**

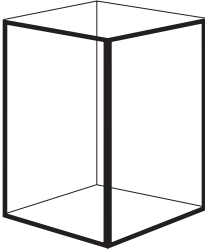
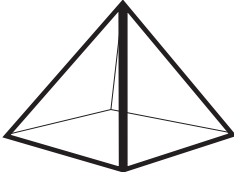
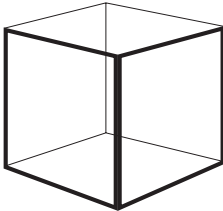
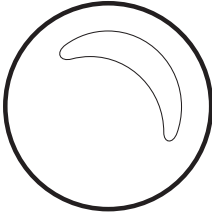
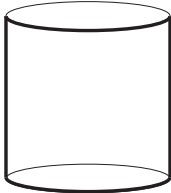
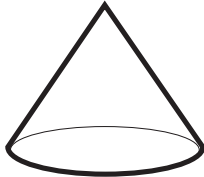


**rhombus**



**trapezoid**

# Geometric Solids Vocabulary Cards

<b>rectangular prism</b>	
<b>pyramid</b>	
<b>cube</b>	
<b>sphere</b>	
<b>cylinder</b>	
<b>cone</b>	

Name \_\_\_\_\_

# Shape Matching Exercise

**Directions:** Use the words in the box to fill in the blank for each sentence.

<b>cube</b>	<b>rectangular prism</b>	<b>cylinder</b>
<b>pyramid</b>	<b>sphere</b>	<b>cone</b>

1. This shape has triangles on four sides and is pointed at the top.  
\_\_\_\_\_
2. This shape is the same shape as a tissue box, a school box, or your desk. \_\_\_\_\_
3. This shape is the same as a world globe or a playground ball.  
\_\_\_\_\_
4. This shape is the same as a party hat or the bottom on an ice cream \_\_\_\_\_.  
\_\_\_\_\_
5. This shape is the same as the dice we use for math or a box of square note pads. \_\_\_\_\_
6. This shape is the same as a can of soup or a piece of chalk.  
\_\_\_\_\_

# **Content I-1**

## **Activities**

**Health & Safety**



# Green Light Eating

## Standard I:

Students will develop a sense of self.

## Objective 1:

Describe and practice responsible behaviors for health and safety.

## Intended Learning Outcomes:

1. Develop physical skills and personal hygiene

## Content Connections:

Math 3-3; Graphing, Language Arts 8-6; Journaling and functional text

Content  
Standard  
I

Objective  
1

Connections

## Background Information

Before teaching this lesson, the teacher should read the book *Eat Healthy, Feel Great* by William Sears, M.D., Martha Sears, R.N., and Christie Watts Kelly. Before teaching this lesson assess students to make sure they understand the function of a traffic stop light and how it relates to our safety.

## Research Basis

Hopkins, G. (1999). Journal Writing Every Day: Teachers Say It Really Works! *Education World*. Retrieved January, 28, 2007 from <http://educationworld.com>

One of the best things about daily journal writing is that it can take so many forms. Teachers can use journal writing to meet specific goals, or the purpose can be wide open.

Suleiman, M. F., (March 23, 2000) the process and product of writing: Implications for elementary school teachers. (ED442299). Retrieved January 28, 2007 from <http://www.eric.ed.gov>

Given its intricate relationship to other avenues of language especially reading, writing cannot be separated from other linguistic and meta-cognitive processes. Like reading, writing “is viewed as a tool of thinking and a vehicle for sorting out and clarifying thought.

## Invitation to Learn

Give each student a big sticky note and have the student draw a picture of their favorite food to eat. Have the students place their picture on a T-chart. The heading on the T-chart is healthy foods and unhealthy foods.



## Instructional Procedures

### Materials

- ☐ *Eating Healthy Journal*
- ☐ Sticky note pad
- ☐ *Eat Healthy, Feel Great*
- ☐ Picture food cards—teacher
- ☐ Picture food cards—student
- ☐ Stop light



### Part 1

1. Anticipation Guide – This guide is used to get the students thinking about what nutritious food is and is not. Every child has to make a choice. Record the number of students who are for the statement (true) and those who are against the statement (false). Do this for each statement. After the activity is complete, tell the students the correct answer and discuss why or why not the statement is true or false. Have students show thumbs up if the following statements are true and thumbs down if they are false. (All parts of the statement need to be correct in order for the statement to be true.)
  - Pizza, ice cream and green beans are nutritious foods. (false)
  - Nutritious foods give you energy and help you grow. (true)
  - All foods are nutritious. (false)
2. Tell students that nutritious foods are foods that help us grow, stay healthy and give us energy. Less nutritious foods feed you, but they don't build healthy bodies.
3. Say to the students, "we are going to learn how to make good choices in the foods we eat." Put an enlarged stop light on the board. Review what each color of the light means to a driver. Green means go, yellow means caution or to slow down and red means to stop. Compare and contrast various types of food using the symbol of the stop light. Explain that we can sort our foods into three categories. Green light foods are foods that are a "go" to eat. We can eat as many of these as we want. Yellow light foods are "slow down" foods. When eating these foods we need to limit the amount we eat. Red light foods are "stop" foods. These are foods we should avoid most of the time. (Explain that there can be some exceptions such as birthdays, holidays, traditions etc.)
4. Show pages six and seven in *Eat Healthy, Feel Great* by William Sears, M.D., Martha Sears, R.N., and Christie Watts Kelly. Have the students name foods that they see around the border of the book.
5. Discuss with the students that the foods identified are "green light" foods. Discuss why they are beneficial in building healthy bodies. These are foods you can eat as much as you want. They make you feel great and help you "go."

6. Have the students draw and label three to five foods that belong on the “green light” journal page.

## Part 2

1. Show pages eight and nine in *Eat Healthy, Feel Great*. Have the students name foods that they see around the border of the book.
2. Discuss with the students that the foods identified are “yellow light” foods. Discuss why we need to be cautious when eating these foods. These foods are okay to eat occasionally. However they do not promote healthy bodies. If you eat too many of these foods, they can “slow you down”. Some examples of “yellow light” foods are pies, cookies, donuts, soda, pop etc.
3. Have the students draw and label three to five foods that belong on the “yellow light” journal page.

## Part 3

1. Show pages 10-11 in *Eat Healthy, Feel Great*. Have the students name food they see around the border of the book.
2. Discuss with the students that these foods identified are “red light” foods. Discuss why these foods do not help your body. You should “stop” eating them. Some examples of red light foods are cotton candy, fries, chips, marshmallows.
3. Discuss food allergies. If a child is allergic to certain foods, then that food would also be a “red light” food.
4. Have the students draw and label three to five foods that belong on the “red light” journal page.

## Part 4

(Before you begin this part of the lesson, have the picture food cards cut out, colored and placed in a grocery sack.)

1. Put the enlarged stop light on the board.
2. Review the meaning of each light’s color and how it relates to the foods we eat.
3. Tell the students they are going to do a food sort.
4. Begin sorting picture food cards.
5. Monitor the sort, correct when necessary.
6. Give each child a copy of the picture food cards.

7. Have them color them and cut them out.
8. Place in an envelope and collect for the next day's activities.

### **Part 5**

1. Pass out students' journals and envelopes containing picture food cards.
2. Remind students of the sorting activity from the previous day.
3. Tell the students that they are going to do their own sorting activity.
4. Model the sort using the student journal pages and student picture cards
5. Have students begin sort.
6. Monitor your students and assess their knowledge of "green light," "yellow light," and "red light" foods.

## **Assessment Suggestions**

- Observe which foods the students draw during the invitation to learn and see under which category they put them.
- For assessment, check the student journals to see if they are drawing correct foods for each category.
- Observe if students can sort foods into the correct categories using picture cards and a stop light as their sorting sheet.
- Have students "think-pair-share" three foods in each category. "Think-pair-share" is an activity where an individual student thinks about a topic—or questions—given by the teacher. The teacher then pairs up two students and they share information with each other.
- Using a "graffiti wall strategy" the students will draw a food that fits each classification. "Graffiti wall" is a strategy where you hang a large blank piece of paper on a wall. The students write on the paper according to the instructions at the top of the paper.

## **Curriculum Extensions/Adaptations/Integration**

- Have students create a meal by cutting out pictures of food from magazines and gluing them onto a paper plate using only green light foods.

- Give students picture food cards and have them sort the cards onto a stop light sorting sheet.
- Have student journal what they eat for three days and then color code the foods according to the three categories.
- Have students create an alphabet book using green light foods.

## Family Connections

- Plan a dinner for the family using “green light” foods. Help cook the dinner if appropriate.
- Go to the market and buy a new “green light” food to try.
- Share *Healthy Eating Journal* with family.

## Additional Resources

### Books

*Eat Healthy, Feel Great*, by William Sears, M.D., Martha Sears, R.N., and Christie Watts Kelly; ISBN 0-316-78708-6

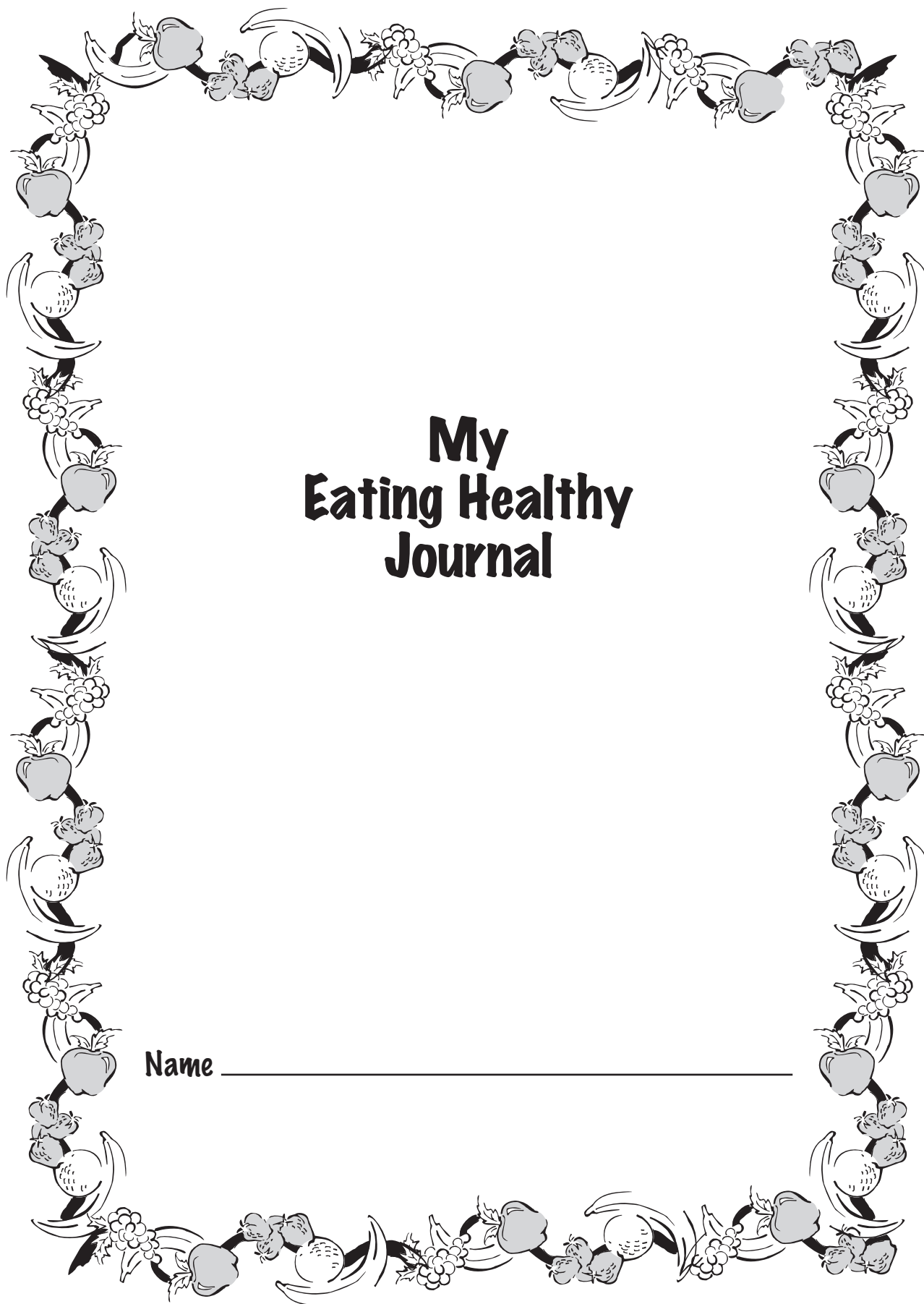
*Good Enough To Eat, A Kid's Guide To Food and Nutrition*, by Lizzy Rockwell; ISBN 13:978-0-06-027434-4

*How to Teach Nutrition to Kids Third Edition*, by Connie Liakos Evers, MS, RD; ISBN 0-9647970-1-1

*Eating the Alphabet Fruits and Vegetables From A to Z*, by Lois Ehlert; ISBN 0-15-224436-0

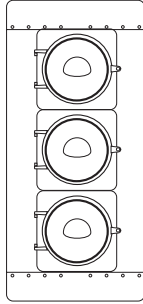
### Media

*Food and Nutrition 1*, by Author Name (Language Arts and Math, 1-800-483-3383, schoolvideos.com); Item # DVD H9002QL or VHS H040QL



# My Eating Healthy Journal

Name \_\_\_\_\_

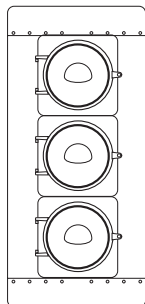


# Green Light Foods

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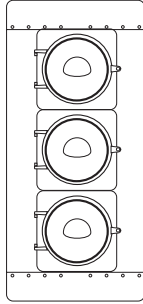
# Yellow Light Foods

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# Red Light Foods

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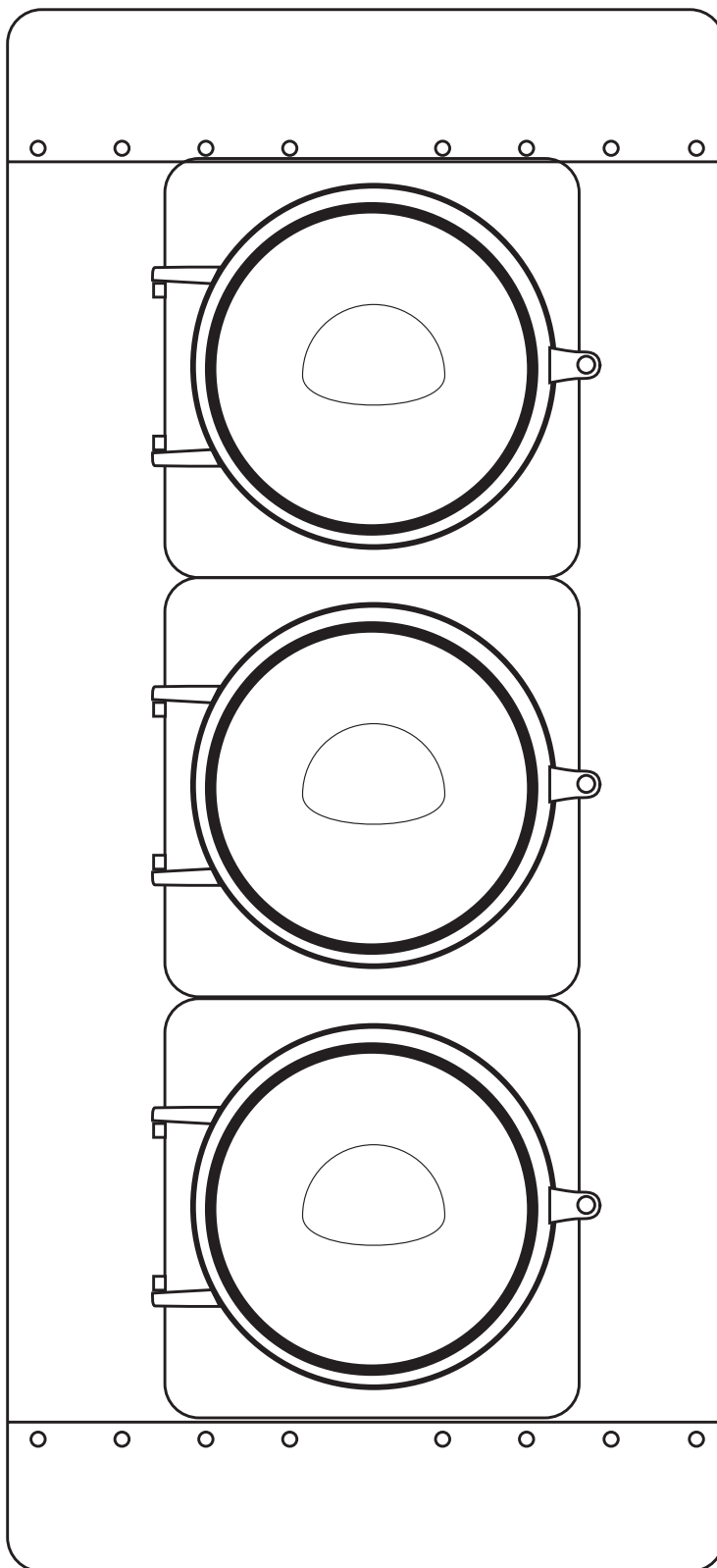
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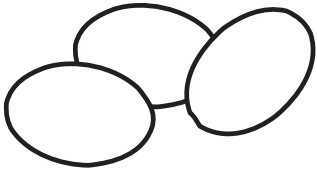
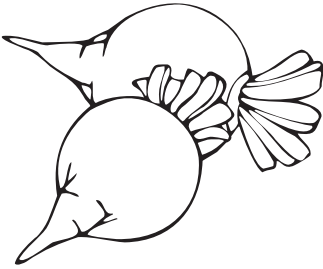
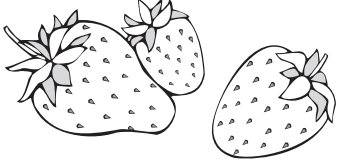

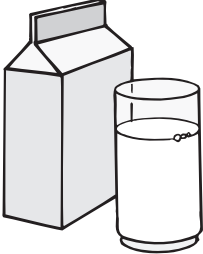
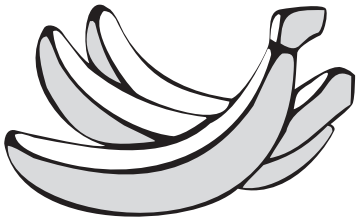


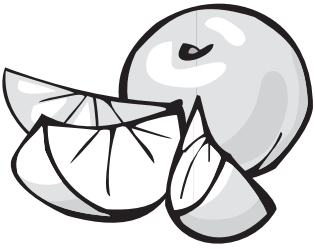



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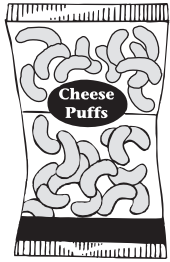
# Stop Light



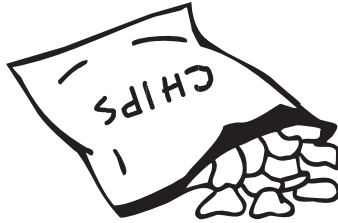
# Picture Food Cards — Teacher

		
<b>eggs</b>	<b>beets</b>	<b>strawberries</b>
		
<b>peanuts</b>	<b>soy milk or milk</b>	<b>bananas</b>
		
<b>tomatoes</b>	<b>pie</b>	<b>oranges</b>
		
<b>soda</b>	<b>cheese &amp; chips</b>	<b>birthday cake</b>

# Picture Food Cards — Teacher



**cheese puffs**



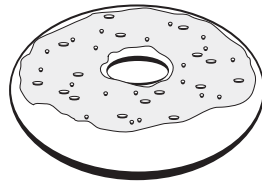
**tortilla chips**



**water**



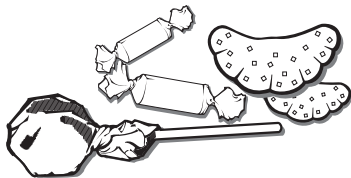
**marshmallows**



**donuts**



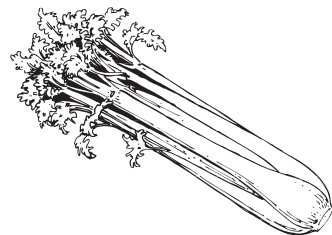
**hamburger**



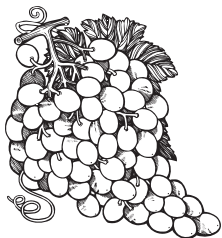
**candy**



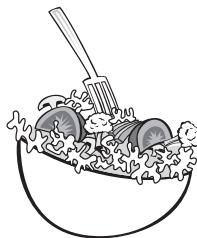
**fish**



**celery**



**grapes**

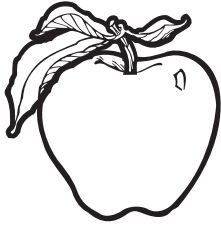


**salad**

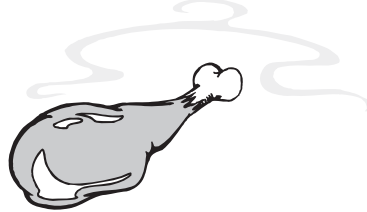


**whole wheat bread**

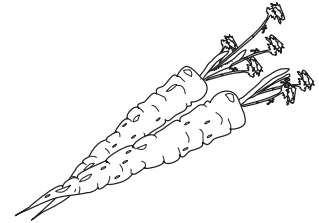
# Picture Food Cards — Student



**apple**



**chicken leg**



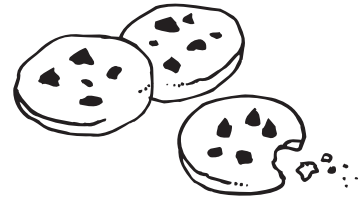
**carrots**



**yogurt**



**soda**



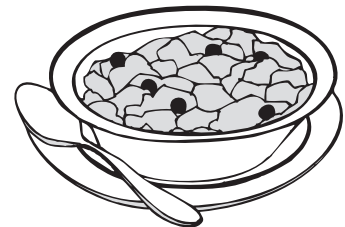
**cookies**



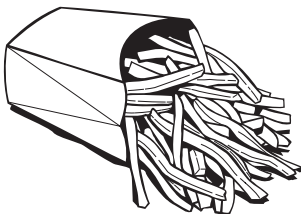
**cupcake**



**ice cream**



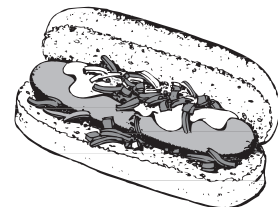
**cereal**



**french fries**



**cotton candy**



**hot dog**

# Busy Bodies

Content  
Standard  
I

Objective  
1

Connections

## Standard I:

Students will develop a sense of self.

## Objective 1:

Describe and practice responsible behaviors for health and safety.

## Intended Learning Outcomes:

1. Develop physical skills and personal hygiene.

## Content Connections:

Math 5-1; Graphing, Language Arts 8-6 Journaling

## Background Information

Teachers do not need to be in optimum shape to teach students to enjoy and experiment with physical activity. Observe your students and assess what their physical limits may be before beginning any exercise activities. This will help you know what kind of adaptations will be necessary.

## Research Basis

Galley, T., and Sherman, C., (2000). Exercise and Children's Health, *The physician and sports medicine journal*. Retrieved January 2007, 27, from <http://www.uen.org>

Often, an active childhood lays the groundwork for a lifetime of fitness. Participation in athletics improves overall physical fitness, coordination, self-discipline, and allows children to learn the importance of teamwork.

Kenefick, R. W., and DeCamp, A., and Gauthier, A., (2005). Promoting Physical Exercise and Activity in Children. University of New Hampshire (Cooperative Extension). Retrieved January, 26, 2007, from <http://www.uen.org>

Current recommendations suggest that children and adults should both strive for 60 minutes of physical activity every day, or most every day. One of the best ways to get your children physically active is to get involved yourself and be a role model. If your children see that you are having fun being active, then they are more likely to become active themselves.

## Invitation to Learn

Give each student a sticky note and have him or her draw his or her favorite physical activity. Have them place it on the Physical Activity Graph.

## Instructional Procedures

The following are a variety of activities you can do with your class to help them enjoy physical activity.

### Movement Bingo (Individual)

1. Pass out a *Busy Body Bingo card* to each student.
2. Explain to the students that their goal is to get bingo by doing a variety of activities each day.
3. Review each of the pictures on the bingo card to the students. Give an explanation if necessary.
4. Play the bingo game. If they have done that activity during the week then they can put a chip on the bingo space.
5. Play this game on the last day of the week so that the students have the opportunity to mark off several activities on their card.
6. Reward the students with extra recess or P.E. time.

#### Materials

- ☐ *Busy Body Bingo card*
- ☐ *Busy Class Bingo card*



### Movement Bingo (Whole Class)

1. Have an enlarged *Busy Class Bingo Card* posted in the classroom.
2. Have the students place a bingo chip on an activity when they have done that activity.
3. When the class has Bingo, reward them with extra recess time, a fun indoor game or any activity that promotes movement.
4. This game can be played several times throughout the year. You can challenge the class to get “black out,” where every square is covered, and then have an exercise party.

### Silly Stretching Activity

1. Post the *Silly Stretch Poem* somewhere so the students can see it.
2. Teach the kids the actions that go with the poem using the *Silly Stretch Picture cards*.
3. Have students take turns holding the action cards while the class recites the poem and does the actions.
4. See poem and action cards at the end of this lesson.

#### Materials

- ☐ *Silly Stretch Poem*
- ☐ *Silly Stretch picture cards*

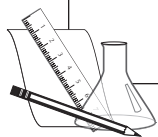


### On the Move

1. Label the large, flat, red craft or Popsicle sticks with names of exercise skills such as run, walk, skip, gallop, hop, etc.

### Materials

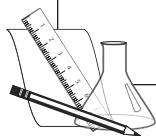
- ☐ CD or tape player
- ☐ Variety of music
- ☐ Movement sticks



2. Label the large, flat, blue craft or Popsicle sticks with names of exercise directions such as straight, backwards, zigzag, circle, sideways, curve, etc.
3. Label the large, flat green craft or Popsicle sticks with different exercise levels such as high, medium and low.
4. Label the large, flat, yellow craft or Popsicles sticks with different speeds such as fast, slow, medium.
5. Put the sticks in a can and label it “On the Move.”
6. Choose one red, one blue, one green and one yellow craft or Popsicle stick. These choices will describe how the students will exercise.
7. Turn on music and begin the exercise for three to five minutes.
8. Repeat step six to try a new activity.

### Materials

- ☐ Hullabaloo game by Cranium



### Hullabaloo

1. This game needs to be played in an open space.
2. Place the Hullabaloo game pads around the room leaving space for movement.
3. Students stand on or next to a purple game pad.
4. Push the red button on the game controller.
5. Students follow the instructions and move to the appropriate game pad.
6. Allow students to adapt their movement according to their ability.

### Materials

- ☐ Five nylon bean bags
- ☐ Five foam balls



### Little Sliders

1. This games needs to be played in an open space.
2. Review locomotor movements with students, (walk, jog, jump, skip, hop, gallop, and slide).
3. Choose five students to be “sliders”.
4. Give each “slider” a beanbag.
5. Choose a locomotor movement for the students.
6. All students begin moving around the room in the assigned movement.
7. The “sliders” will move around the room and toss their beanbag so that it slides on the floor using an underhand movement.
8. When the bean bag touches someone’s foot then they become a “slider.”

9. Change the movement periodically.
10. Allow the students to roll a foam ball if they have difficulty tossing the beanbag.

### Frog Pond

1. Set out enough “lily pads” (jump ropes or hula hoops) so that there will be a few children who do not have one.
2. Have the students begin walking around the room.
3. Call out the words “Ribbit Ribbit.”
4. Students need to safely find an open Lilly pad and stand on or in it.
5. The students who did not find a lily pad group together and chant, “Little frog, little frog please hop off my Lilly pad.” (Where the word hop is, in the chant, you can substitute other movement words.)
6. The students on the lily pads begin moving around the room in the movement said in the chant.
7. Repeat step three and continue the game.

#### Materials

- ☐ Hula Hoops



### Exercise Journal

1. Have a student be the exercise coach of the day.
2. The student will choose from the *Busy Class Bingo Card* an activity that the class will do for that day.
3. The class will participate in the chosen activity for seven to 10 minutes.
4. Students will draw and write in their *My exercise journal* about their activity for the day.

#### Materials

- ☐ My Exercise Journal



## Assessment Suggestions

- Assess the students to what degree they can perform the On the Move independently. If need be, reteach the skill to the whole class or individual if necessary.
- Perform activities in small groups.
- Have students log in his or her exercise journal what they have done for exercise daily.



## Curriculum Extensions/Adaptations/Integration

- Write a story about someone exercising.
- Adapt the exercise according to special needs student. Students can move just their arms, legs, or heads.
- Have the students create a poster of their favorite way to exercise.
- Graph the class' favorite exercises.

## Family Connections

- *Play Busy Body Bingo* at home.
- Plan an activity night with your family.

## Additional Resources

### Books

*Healthy Me*, by Michelle O' Brien-Palmer ISBN; 1-55652-359-9

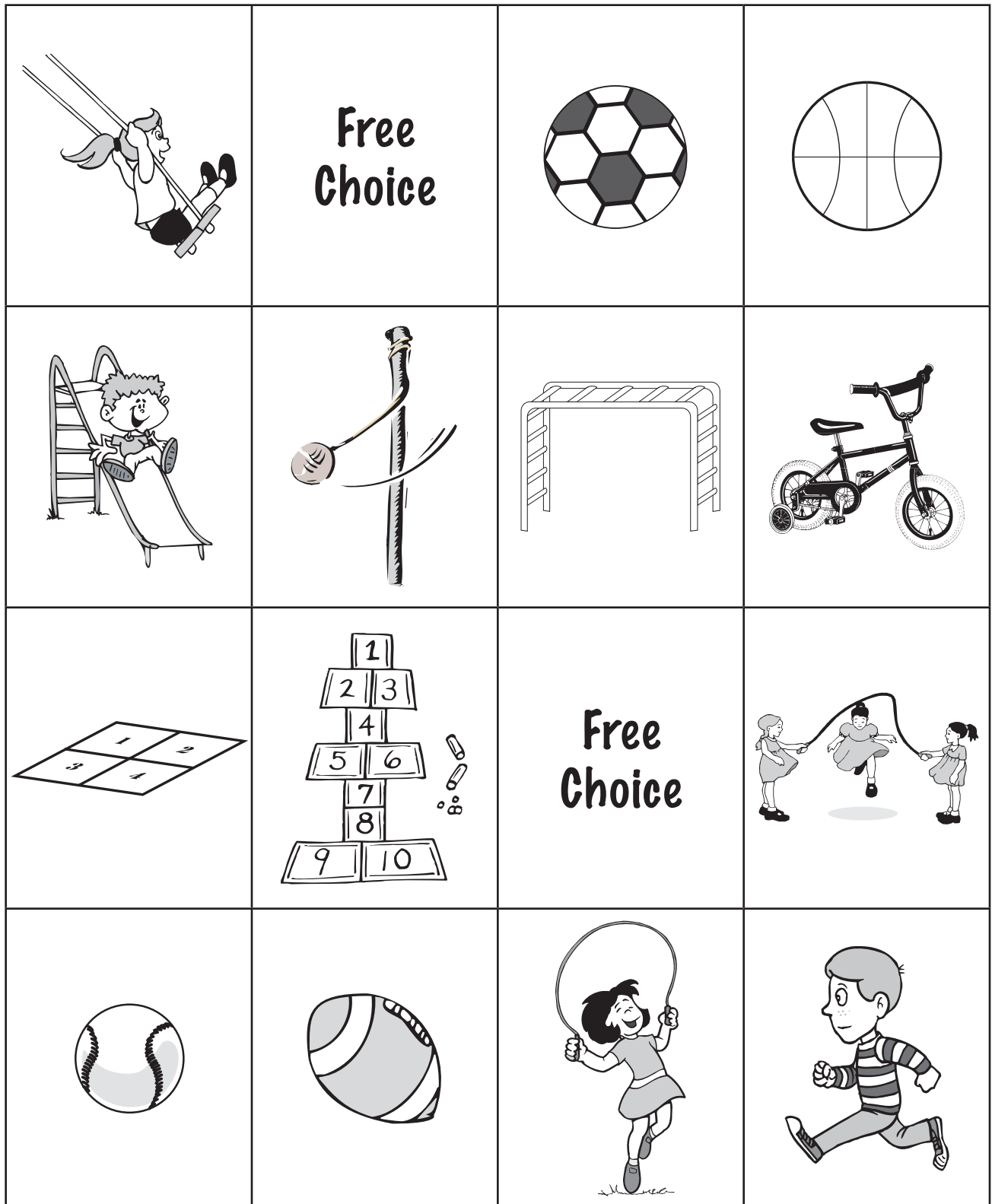
*The Busy Body Book*, by Lizzy Rockwell ISBN; 0-375-82203-8

### Web sites

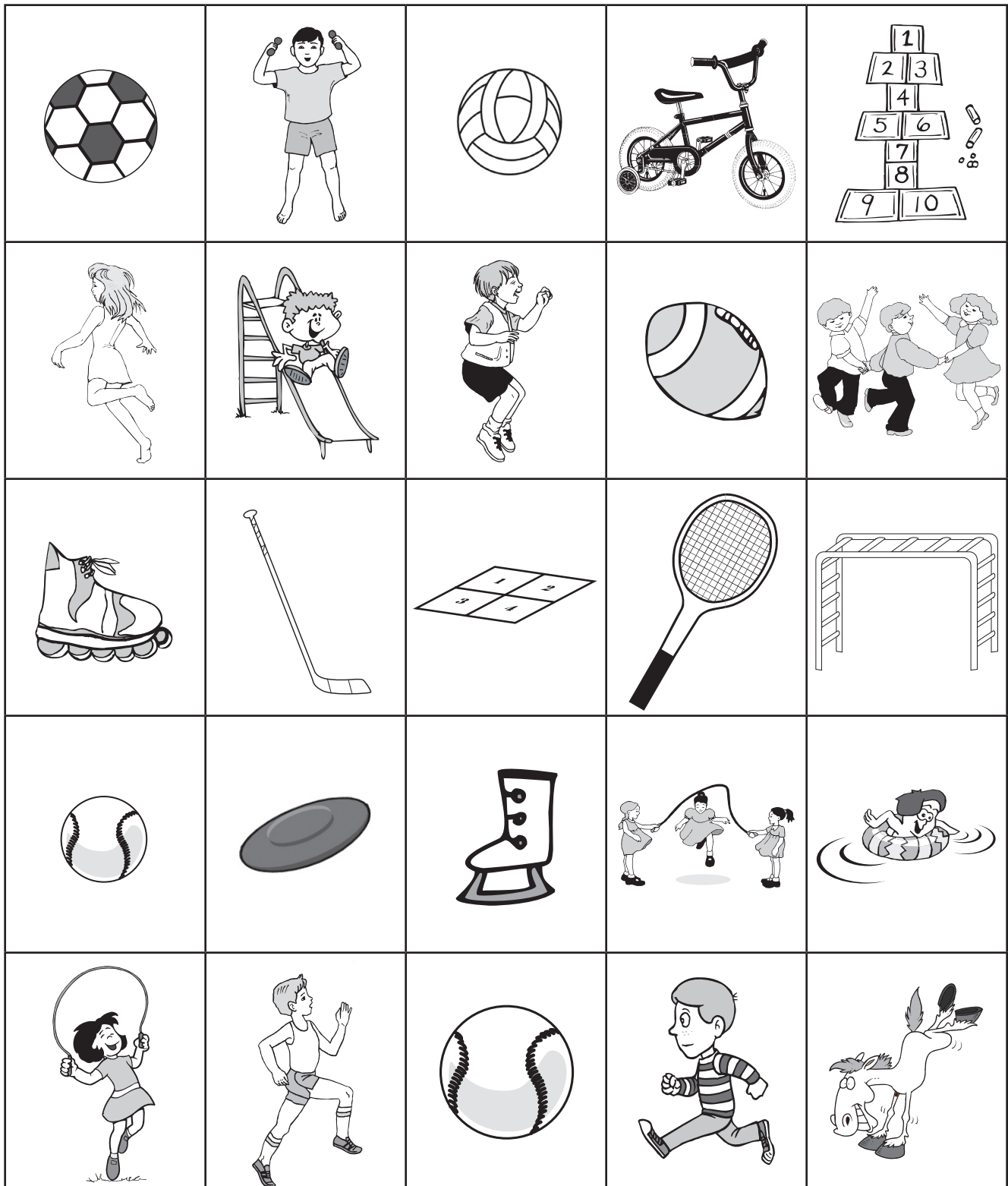
<http://www.pecentral.com>

<http://www.cranium.com>

# Busy Body Bingo Card



# Busy Body Bingo Card



# Silly Stretch Poem

Touch your toes  
and touch your nose.  
Reach up to the sky!

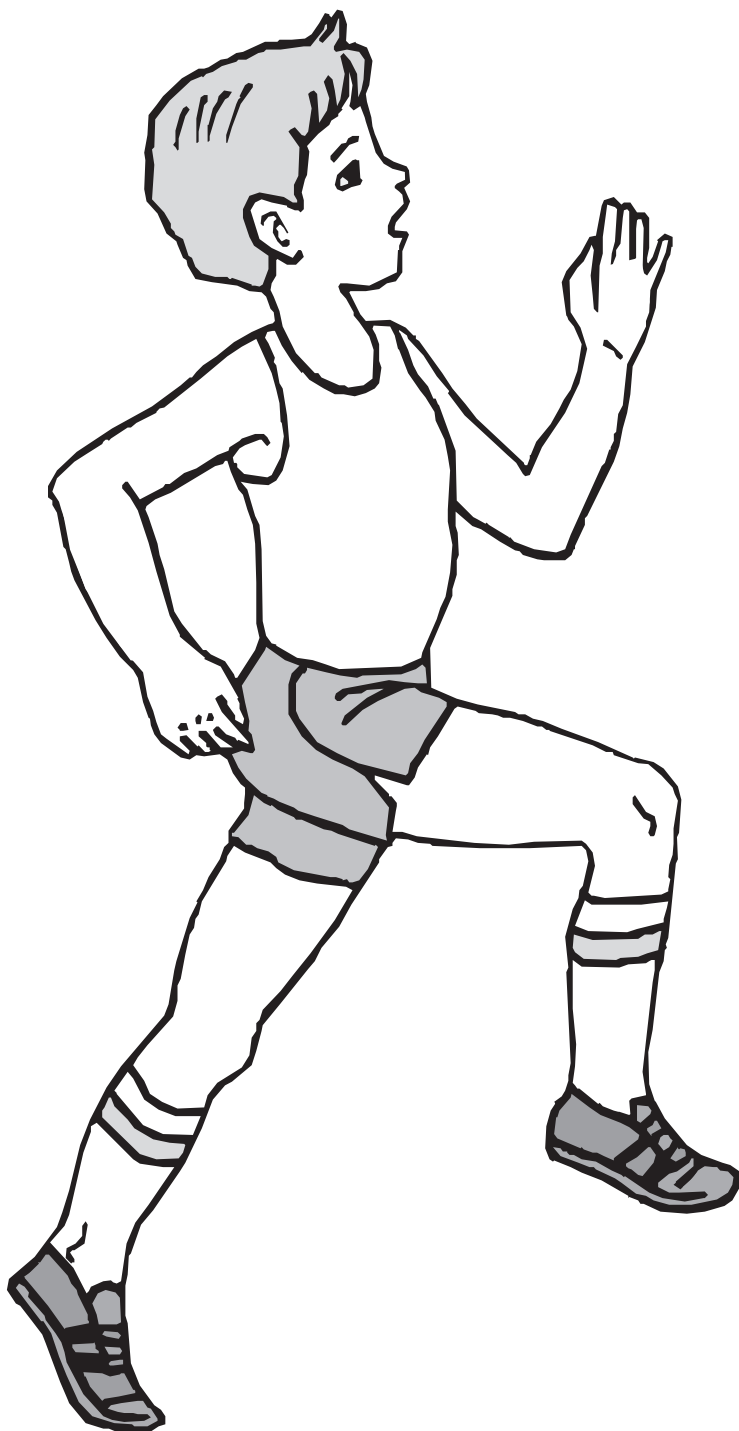
Start marching  
and flap your wings.  
Pretend that you can fly!

Bend to your left  
and to your right.  
Swing your arms up high!

Now touch your toes  
and touch your nose.  
Reach up to the sky!



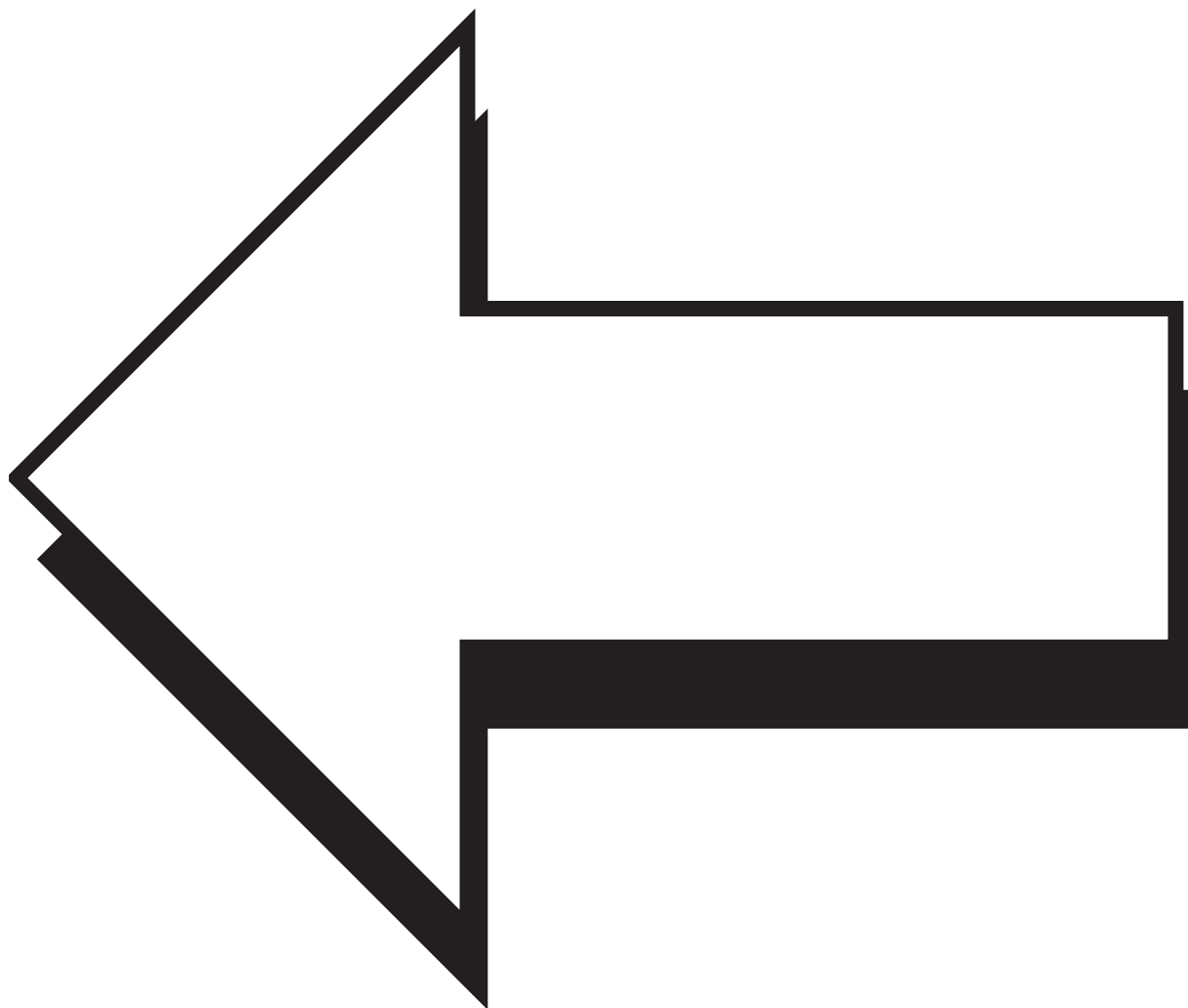
# Silly Stretch Picture Cards - 4



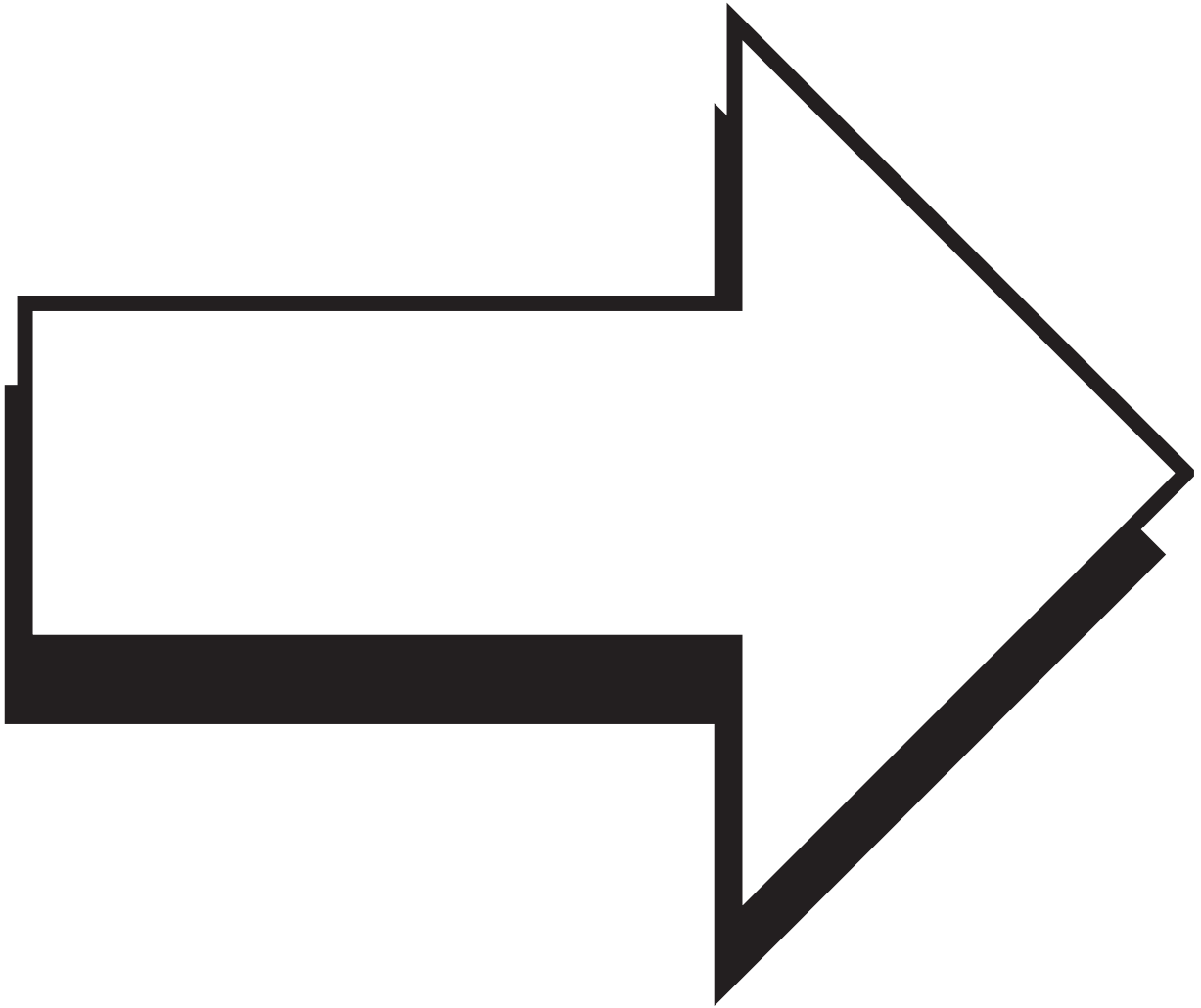
# Silly Stretch Picture Cards - 5



# Silly Stretch Picture Cards - 6



# Silly Stretch Picture Cards - 7

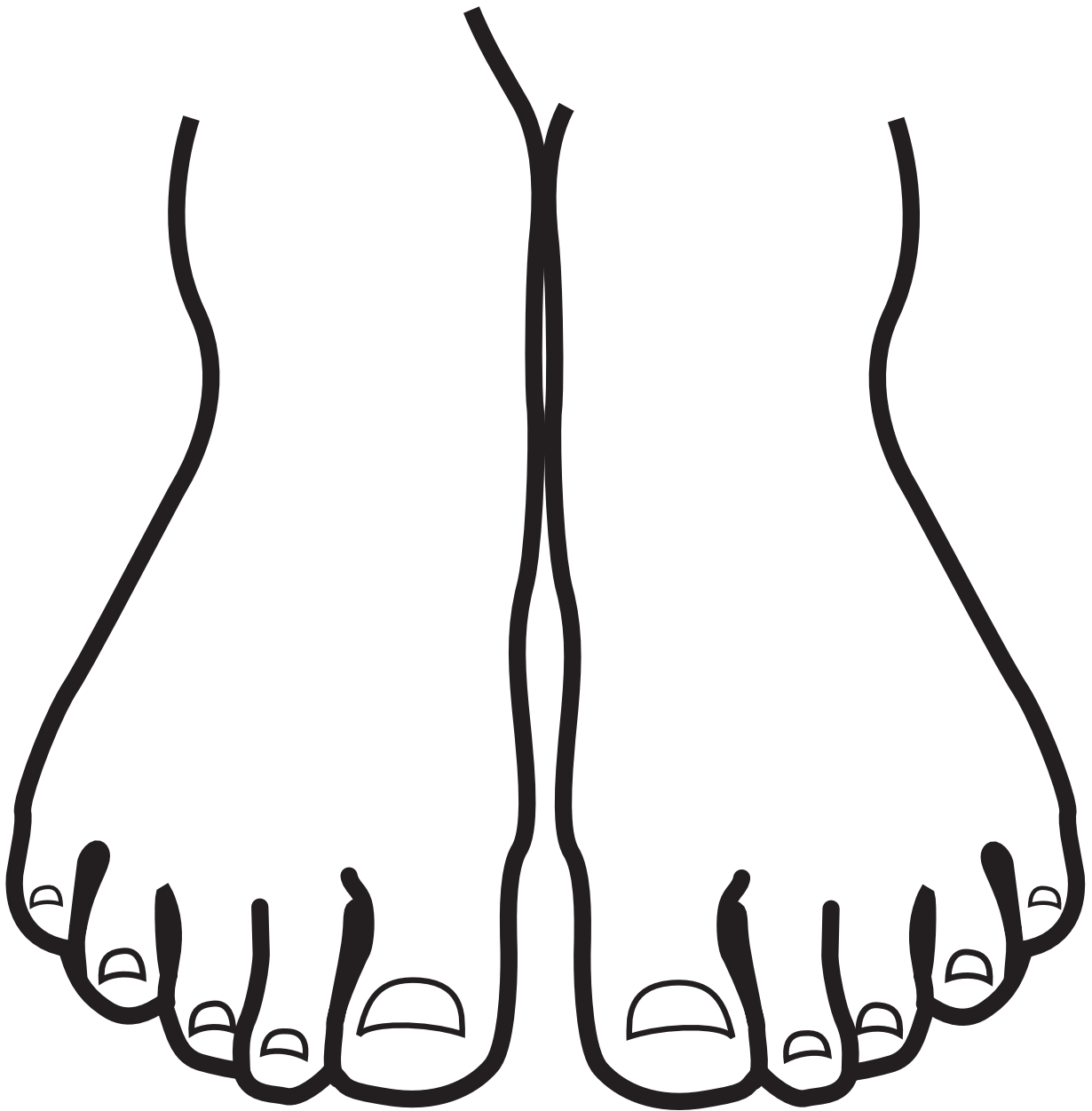




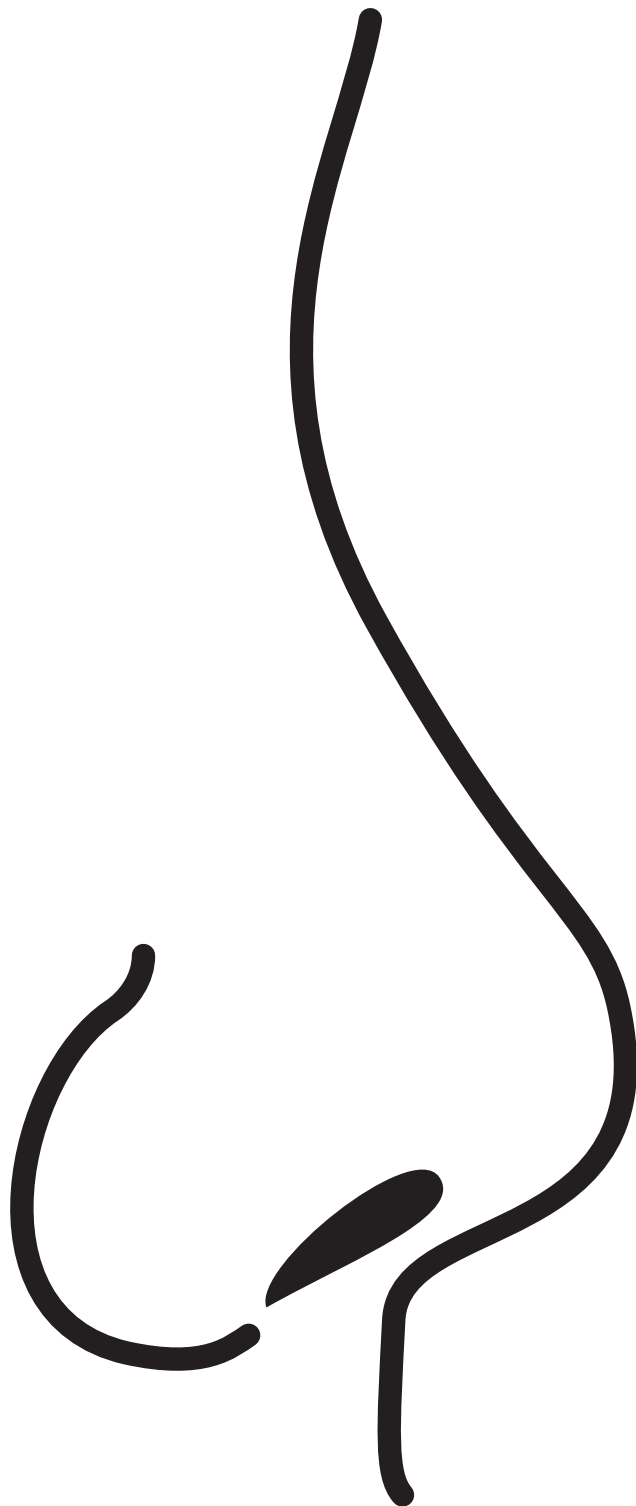
## Silly Stretch Picture Cards - 8



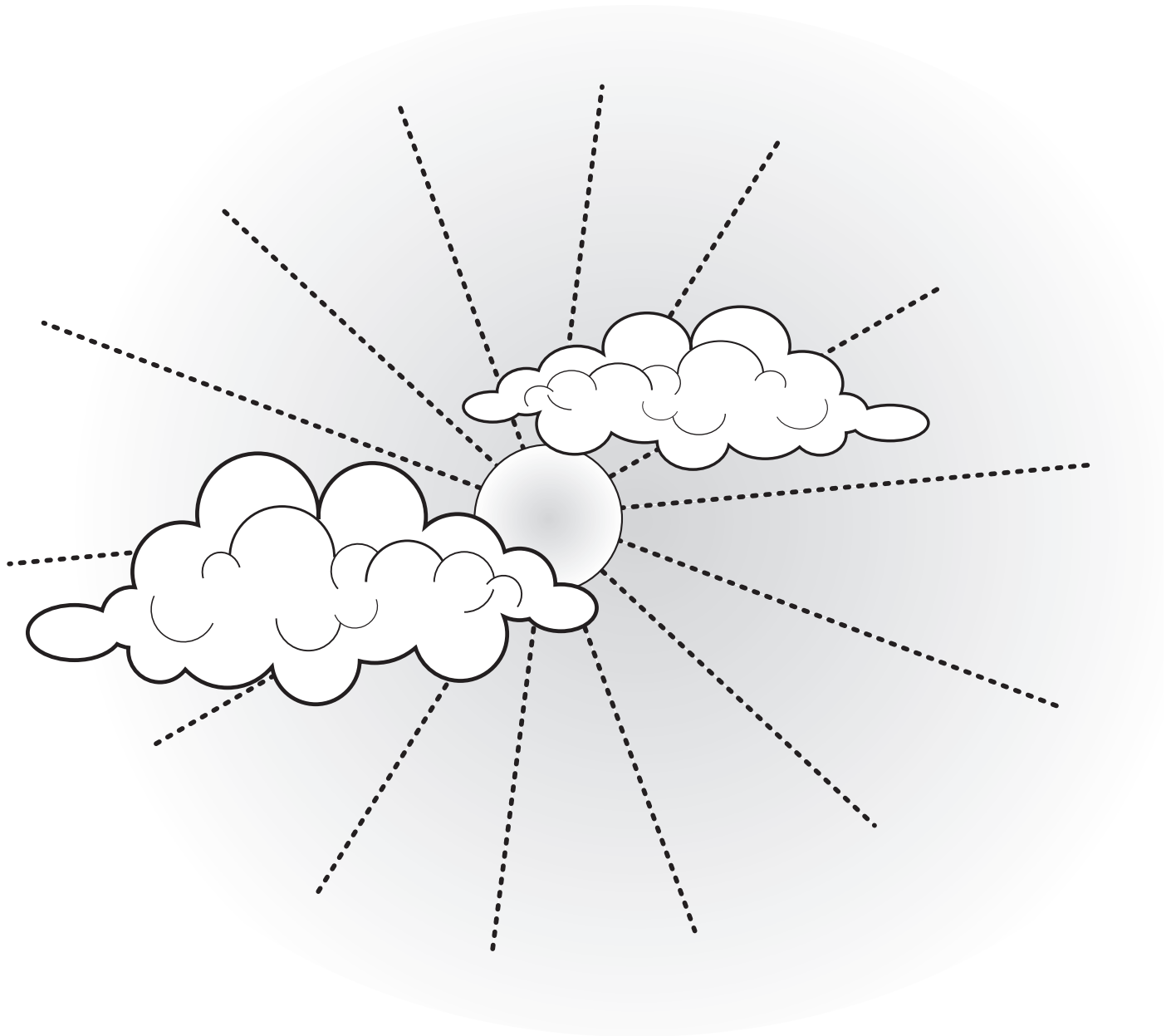
# Silly Stretch Picture Cards - 9



# Silly Stretch Picture Cards - 10



# Silly Stretch Picture Cards - 11



<div>I</div> <div></div> <div>today</div>	

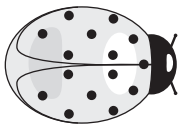
# My Exercise Journal



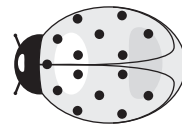
Name \_\_\_\_\_

# Appendix





# Lucky Ladybug



1. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

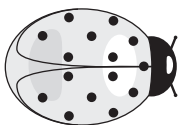
2. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

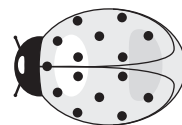
4. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

5. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

6. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



# Lucky Ladybug



1. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

4. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

5. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

6. \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_





# Shape Soup



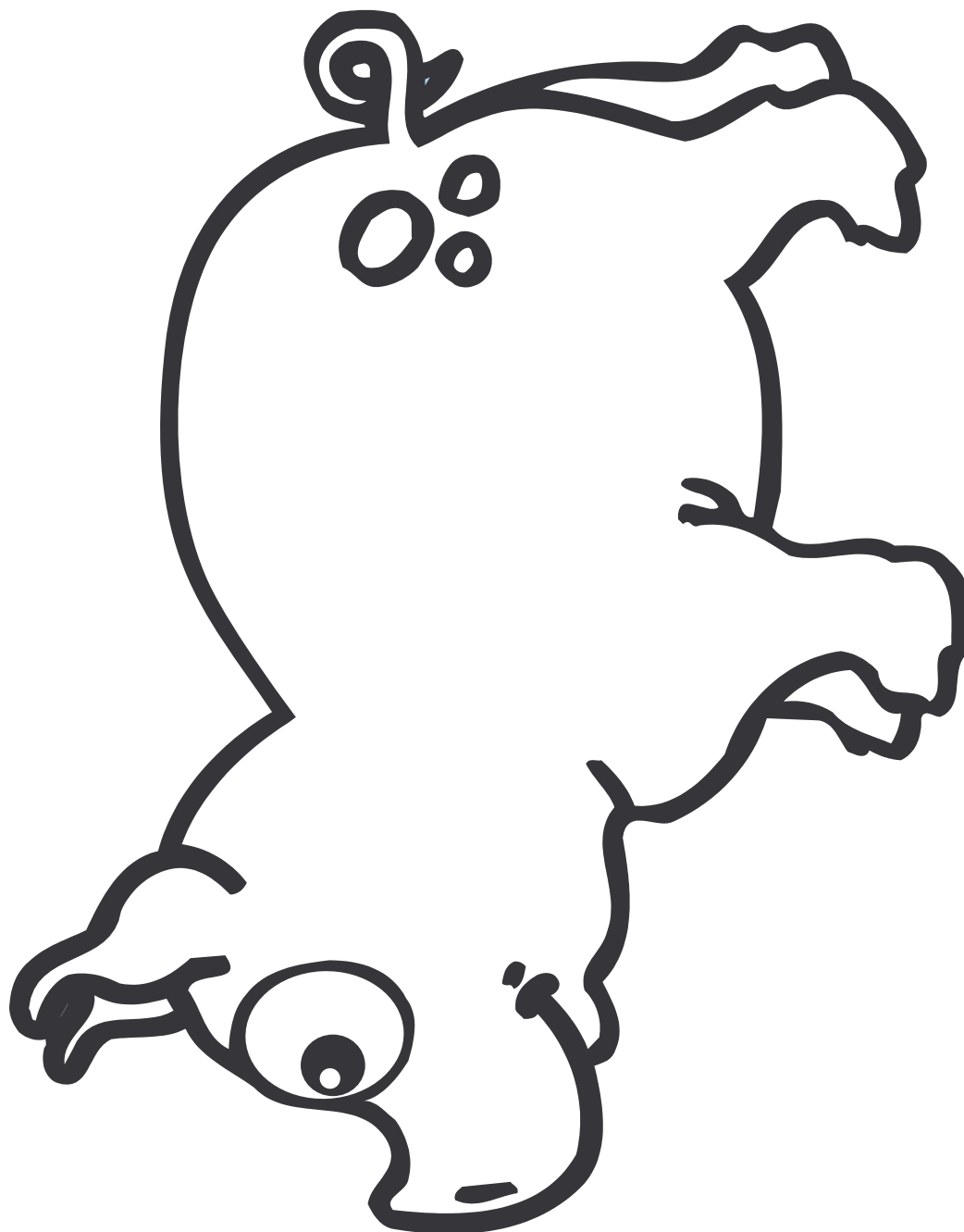

## A-5

$\underline{\hspace{2cm}} + \underline{\hspace{2cm}}$	
$\underline{\hspace{2cm}} + \underline{\hspace{2cm}}$	
$\underline{\hspace{2cm}} + \underline{\hspace{2cm}}$	
$\underline{\hspace{2cm}} + \underline{\hspace{2cm}}$	
$\underline{\hspace{2cm}} + \underline{\hspace{2cm}}$	

$\parallel$	
$\parallel$	
$\parallel$	
$\parallel$	
$\parallel$	
$\parallel$	
$\parallel$	
$\parallel$	
$\parallel$	
$\parallel$	

$\underline{\hspace{2cm}} + \underline{\hspace{2cm}}$	
$\underline{\hspace{2cm}} + \underline{\hspace{2cm}}$	
$\underline{\hspace{2cm}} + \underline{\hspace{2cm}}$	
$\underline{\hspace{2cm}} + \underline{\hspace{2cm}}$	
$\underline{\hspace{2cm}} + \underline{\hspace{2cm}}$	

## Piggy Bank



# Peek-A-Boo Record Sheet

1.	<hr/>	+	<div></div>	=	<hr/>
2.	<hr/>	+	<div></div>	=	<hr/>
3.	<hr/>	+	<div></div>	=	<hr/>
4.	<hr/>	+	<div></div>	=	<hr/>
5.	<hr/>	+	<div></div>	=	<hr/>
6.	<hr/>	+	<div></div>	=	<hr/>
7.	<hr/>	+	<div></div>	=	<hr/>
8.	<hr/>	+	<div></div>	=	<hr/>

# Going Bananas


_____ + _____ = _____		_____ + _____ = _____
_____ + _____ = _____		_____ + _____ = _____
_____ + _____ = _____		_____ + _____ = _____

---

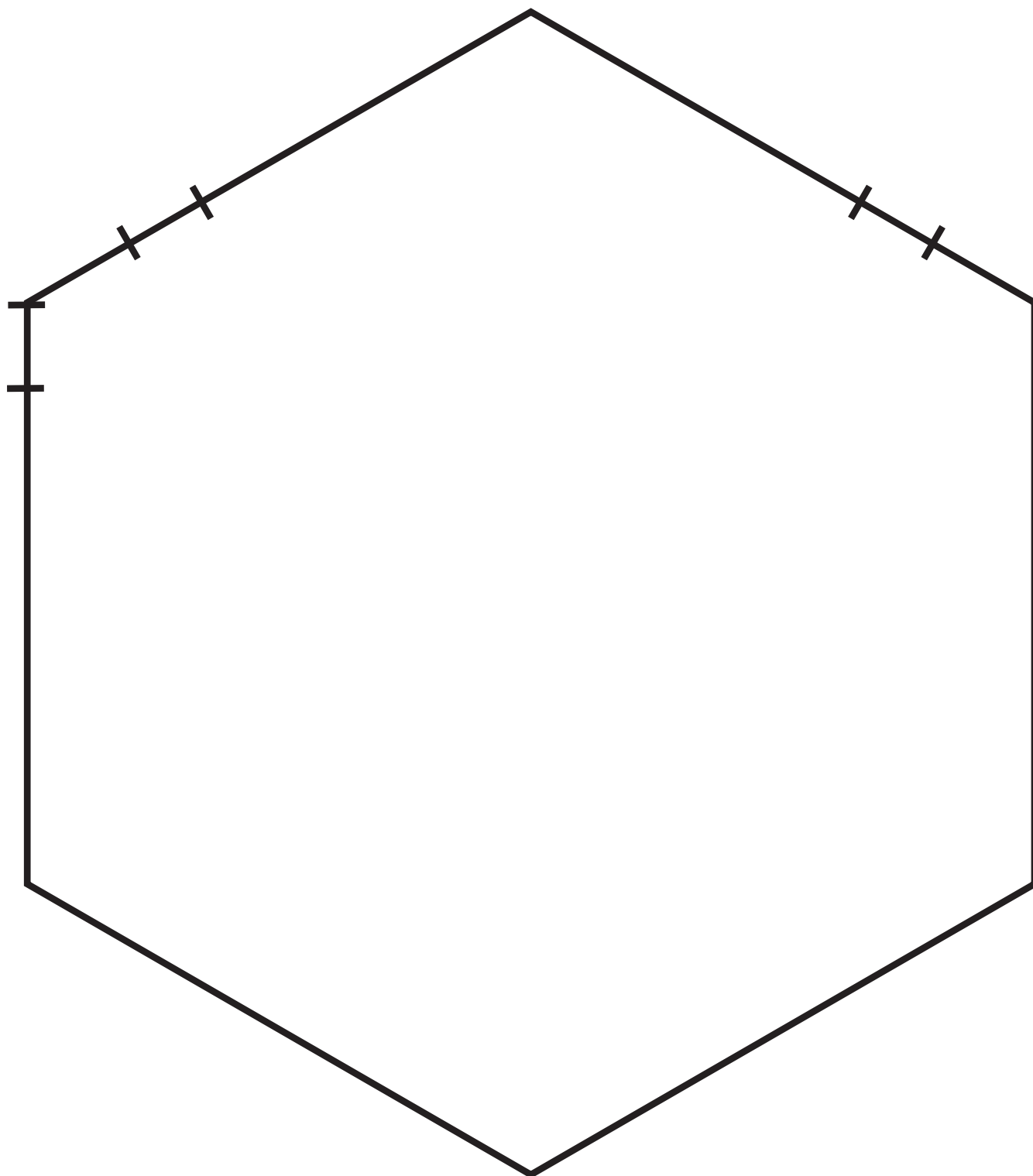
_____ + _____ = _____	_____ + _____ = _____
_____ + _____ = _____	_____ + _____ = _____
_____ + _____ = _____	_____ + _____ = _____

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_____ + _____ = _____	_____ + _____ = _____
_____ + _____ = _____	_____ + _____ = _____
_____ + _____ = _____	_____ + _____ = _____

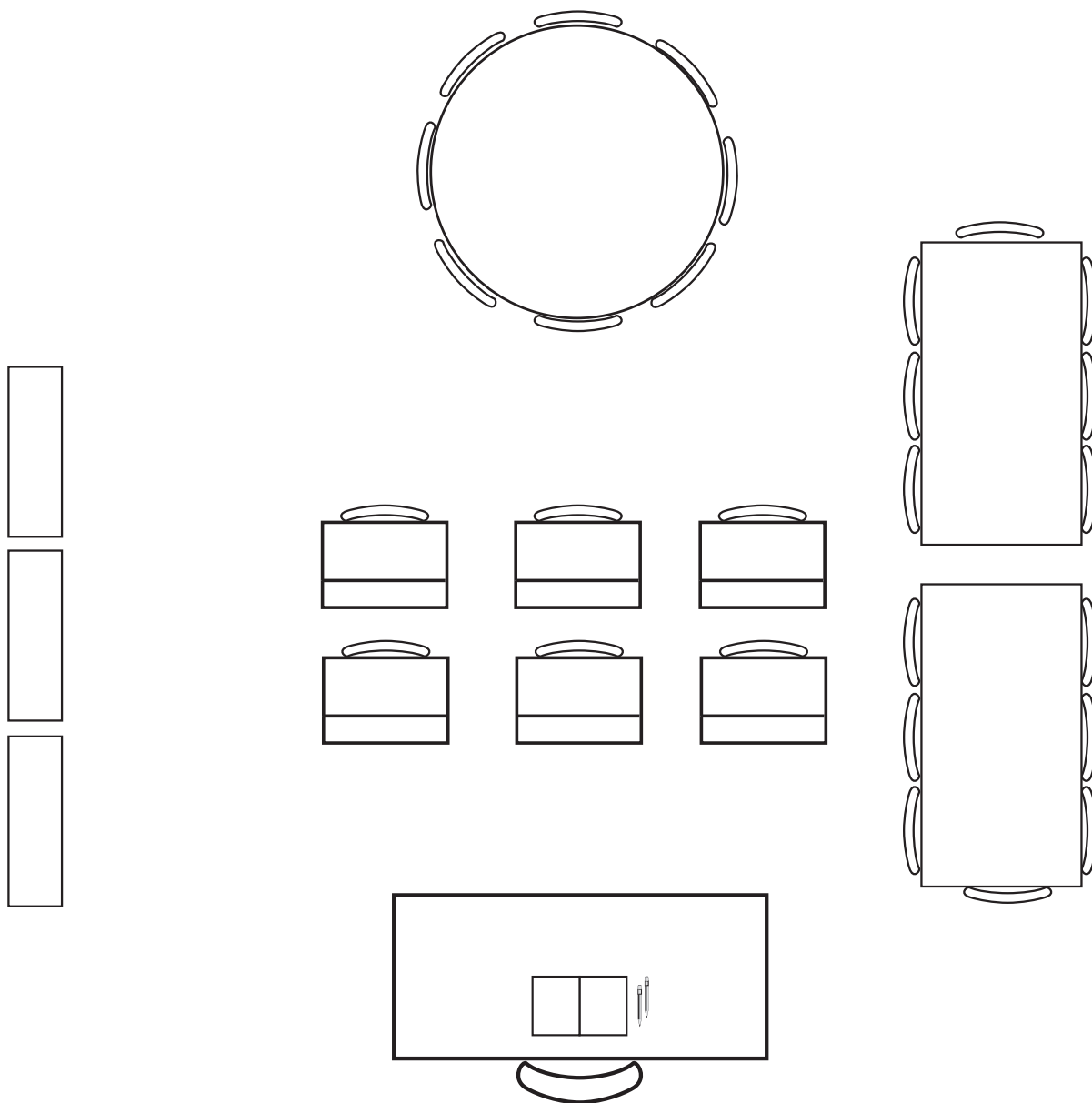


# My Classroom





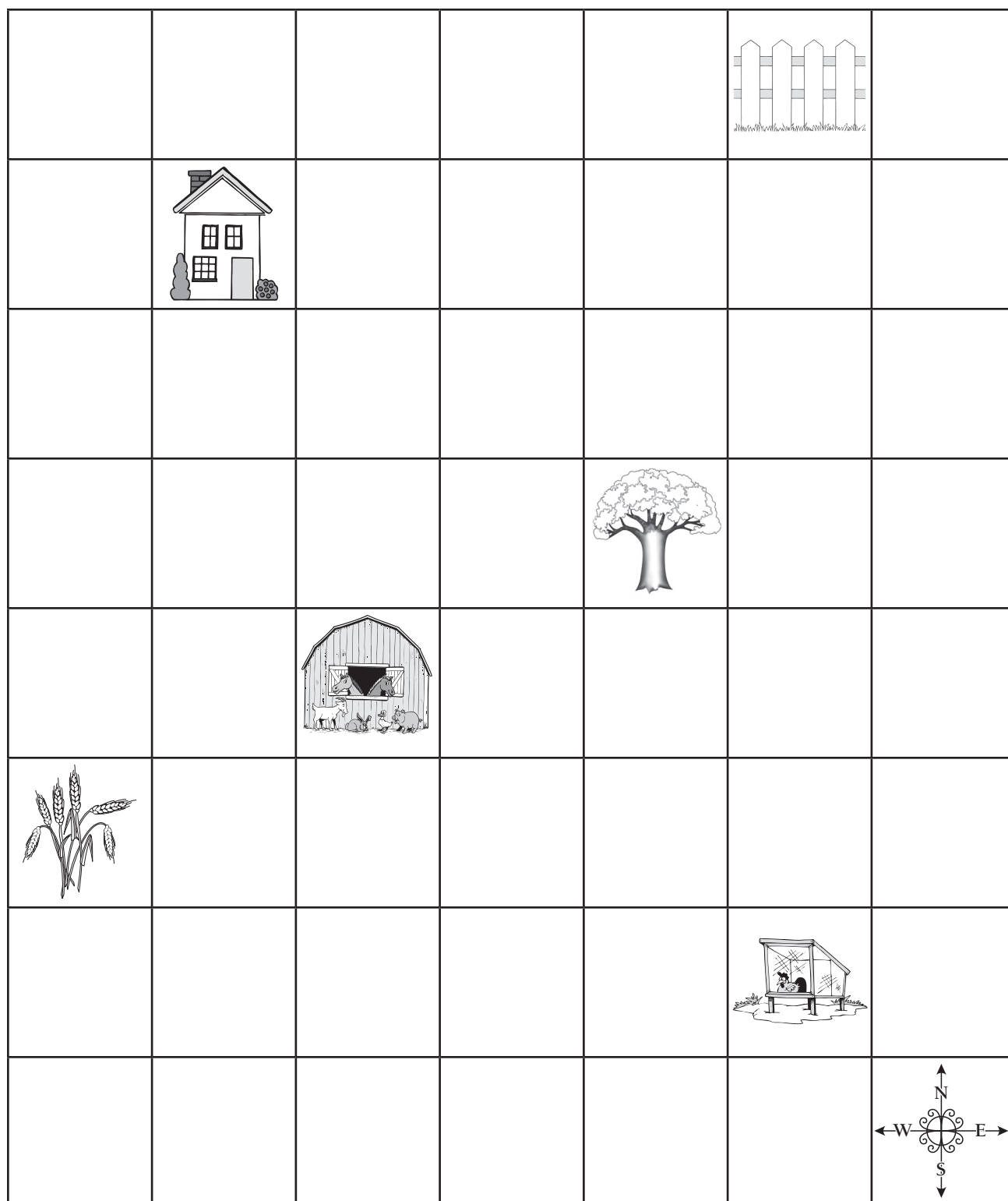
# Classroom Furniture





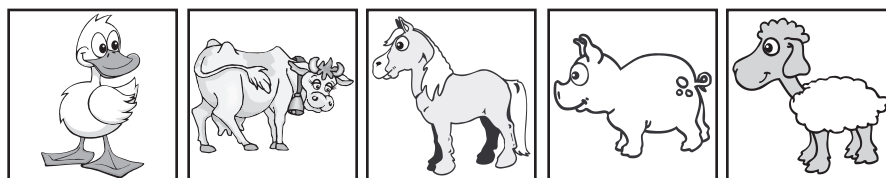


# Farm

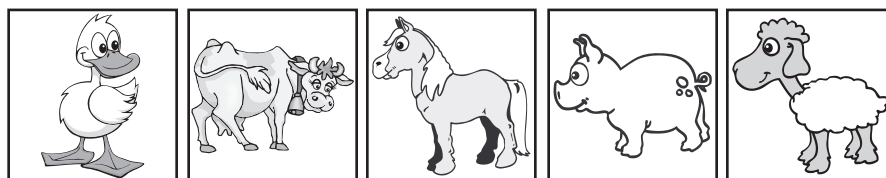




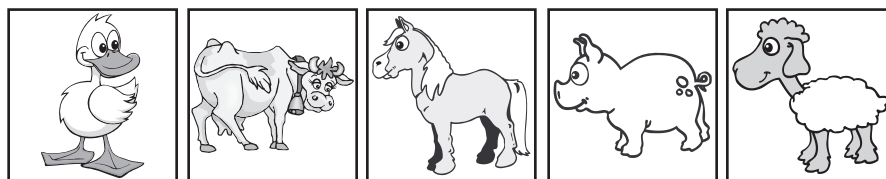
# Animals



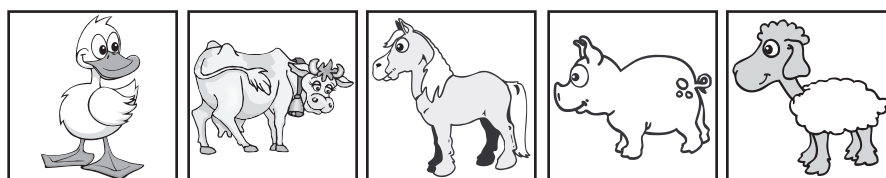
# Animals



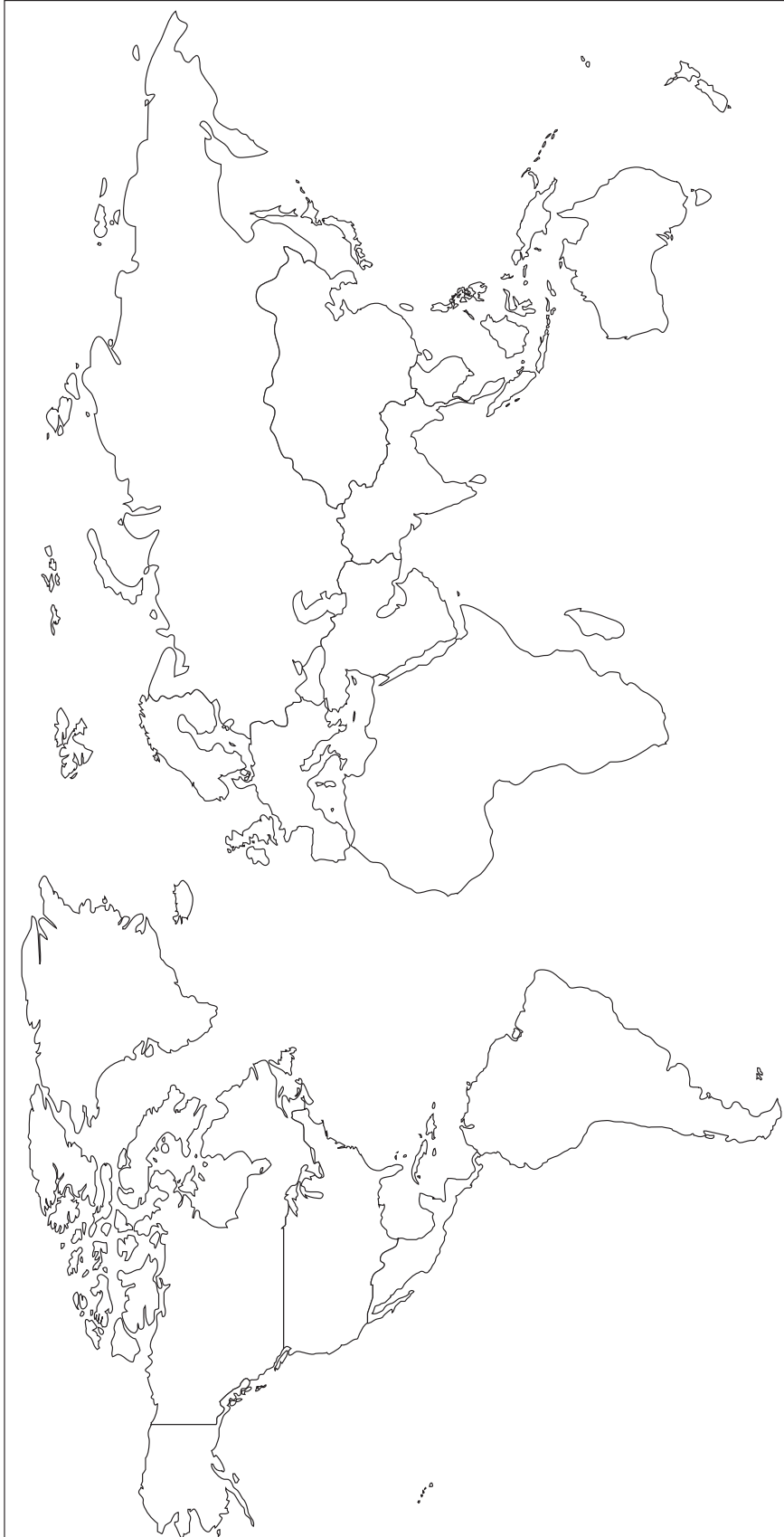
# Animals



# Animals



# Blank Map



North America	South America	Europe	Asia	Africa
Antarctica	Australia	Pacific Ocean	Atlantic Ocean	

# Passport

Paste the student's picture here

Name \_\_\_\_\_

\_\_\_\_\_ girl \_\_\_\_\_ boy \_\_\_\_\_ height

hair color \_\_\_\_\_ eye color \_\_\_\_\_

Address \_\_\_\_\_

Hometown/State \_\_\_\_\_

Birthdate \_\_\_\_\_

Signature \_\_\_\_\_

# Passport

Paste the student's picture here

Name \_\_\_\_\_

\_\_\_\_\_ girl \_\_\_\_\_ boy \_\_\_\_\_ height

hair color \_\_\_\_\_ eye color \_\_\_\_\_

Address \_\_\_\_\_

Hometown/State \_\_\_\_\_

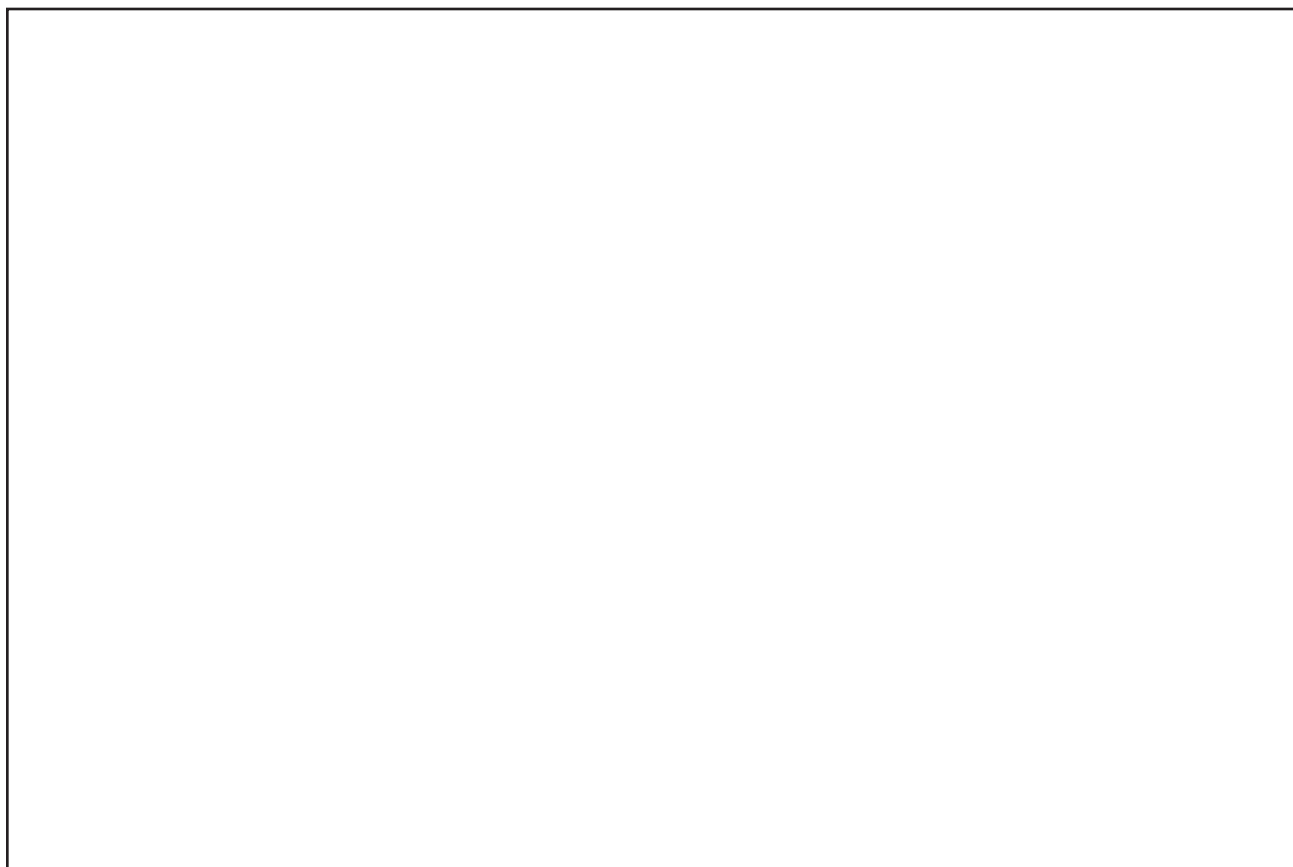
Birthdate \_\_\_\_\_

Signature \_\_\_\_\_



# Family Number Book

My Family has



is the same as

By





# Number Word Cards

zero	nine	one
one		two
two		three
three		four
four		five
five		six
six		seven
seven		eight
eight	zero	nine

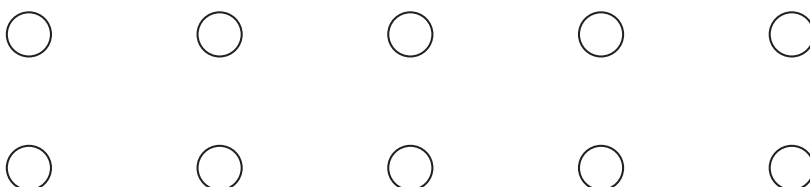
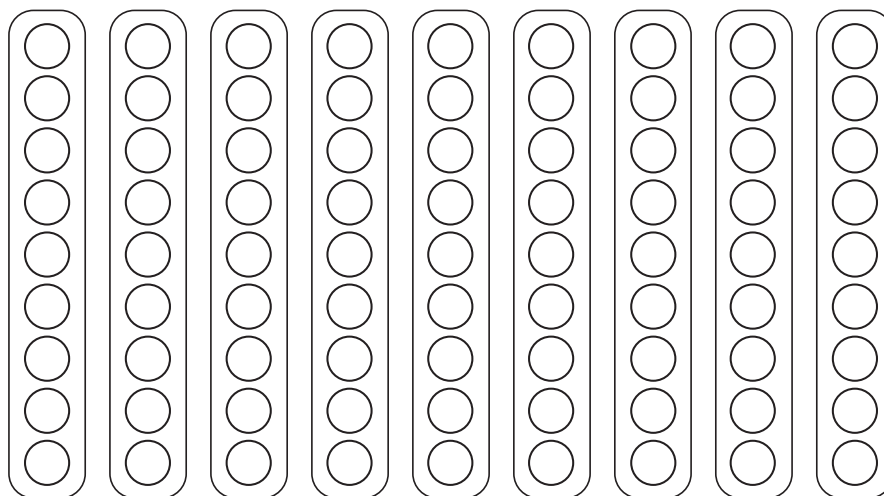


# Numeral Cards 0-9

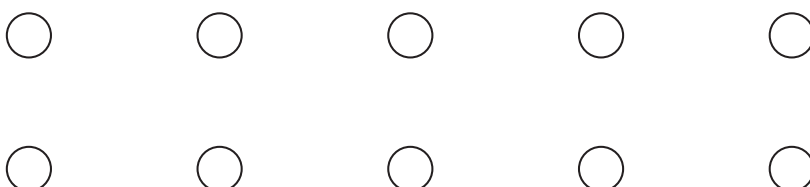
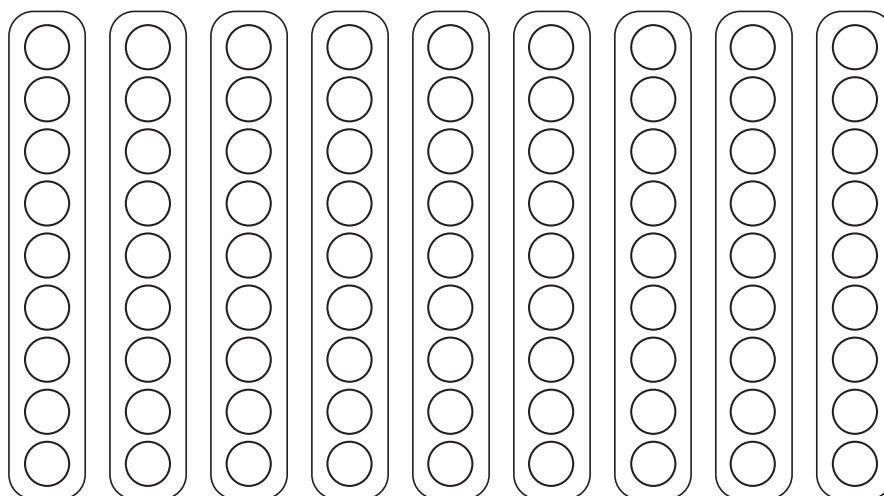
0	0	1
1	2	2
3	3	4
4	5	5
6	6	7
7	8	8
9	9	



## Color it this Way



## Color it this Way



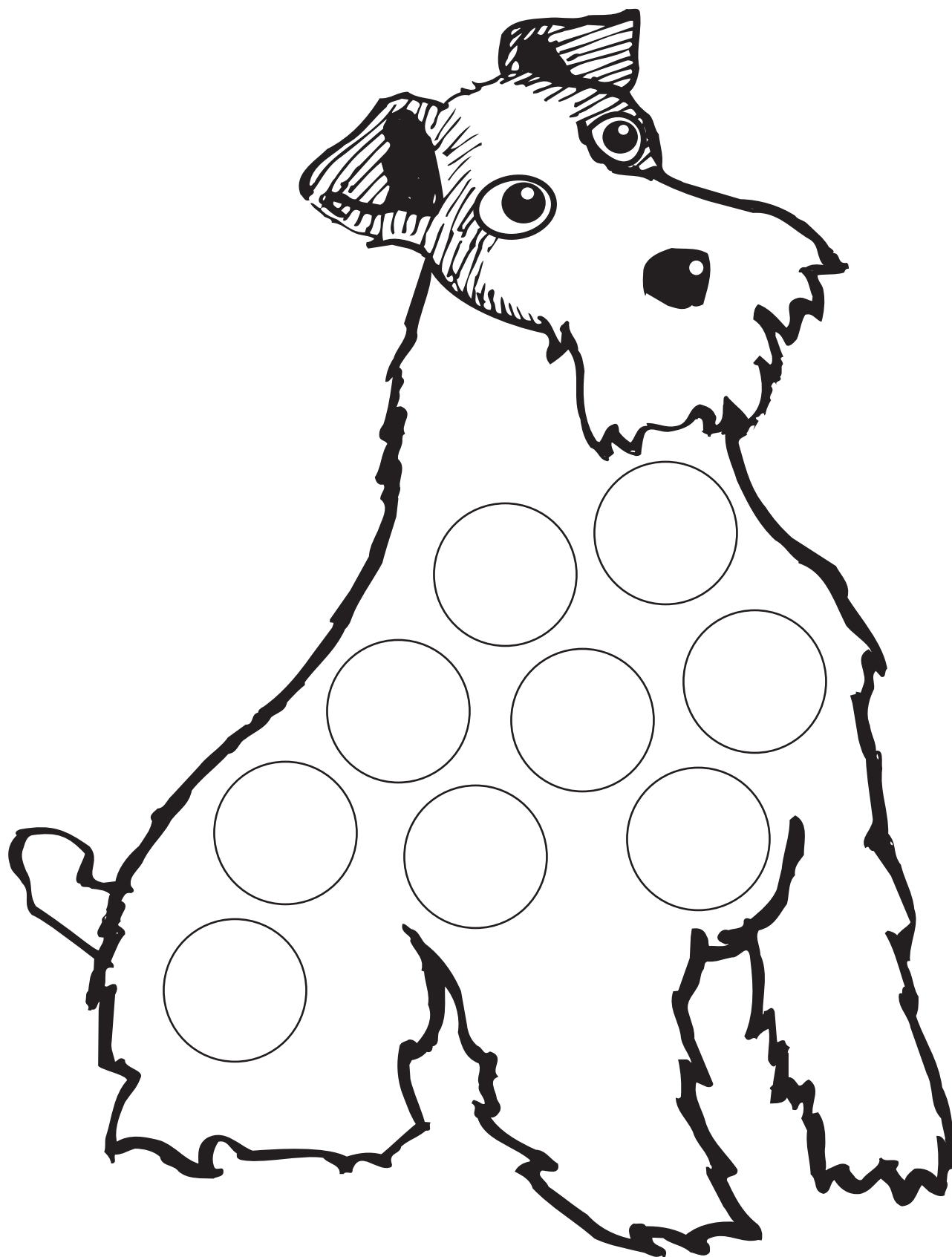
# 0-99 Chart

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

# 0-99 Chart

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

**B-I-N-G-O**







# Tens/Ones Calling Cards

<b>0</b> in the tens place	<b>0</b> in the ones place	<b>1</b> in the tens place
<b>1</b> in the ones place	<b>2</b> in the tens place	<b>2</b> in the ones place
<b>3</b> in the tens place	<b>3</b> in the ones place	<b>4</b> in the ones place
<b>4</b> in the tens place	<b>5</b> in the tens place	<b>5</b> in the ones place
<b>6</b> in the tens place	<b>6</b> in the ones place	<b>7</b> in the ones place
<b>7</b> in the tens place	<b>8</b> in the tens place	<b>8</b> in the ones place
<b>9</b> in the tens place	<b>9</b> in the ones place	



# Place Value Bingo

Tens	Ones



# Numeral Cards 0-9

0	0	1
1	2	2
3	3	4
4	5	5
6	6	7
7	8	8
9	9	



**My \_\_\_\_\_ Season**

**By**

\_\_\_\_\_

**In the \_\_\_\_\_ I \_\_\_\_\_**

\_\_\_\_\_ **with** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# My Brothers and Sisters Classroom Graph

How many students in my class have brothers, sisters, both or none?

<b>Brothers</b>	<b>Sisters</b>	<b>Both</b>	<b>None</b>

How many students have brothers? \_\_\_\_\_

How many students have sisters? \_\_\_\_\_

How many students have both? \_\_\_\_\_

How many students have none? \_\_\_\_\_

# My Classroom Graph of Family Members

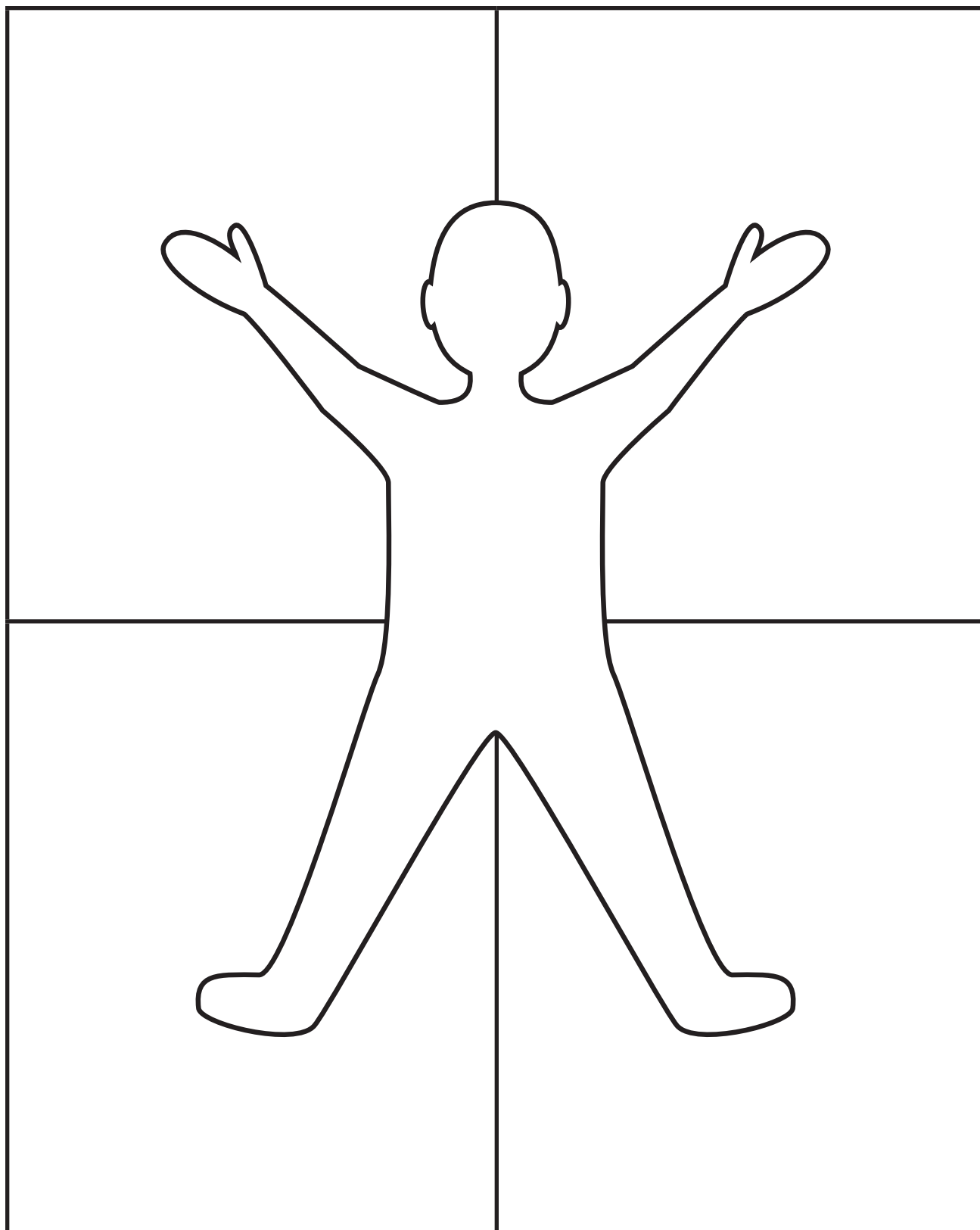
<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>

# My Classroom Graph of Family Members

<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>



# Person Outline



Name \_\_\_\_\_

## What's My Shape?

Directions: Draw a line to match the following shapes with the correct word.

**square**

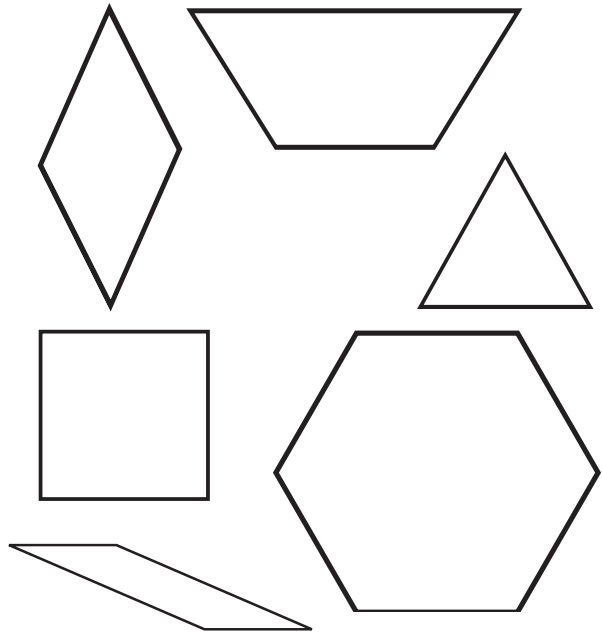
**trapezoid**

**parallelogram**

**rhombus**

**triangle**

**hexagon**



Name \_\_\_\_\_

## What's My Shape?

Directions: Draw a line to match the following shapes with the correct word.

**square**

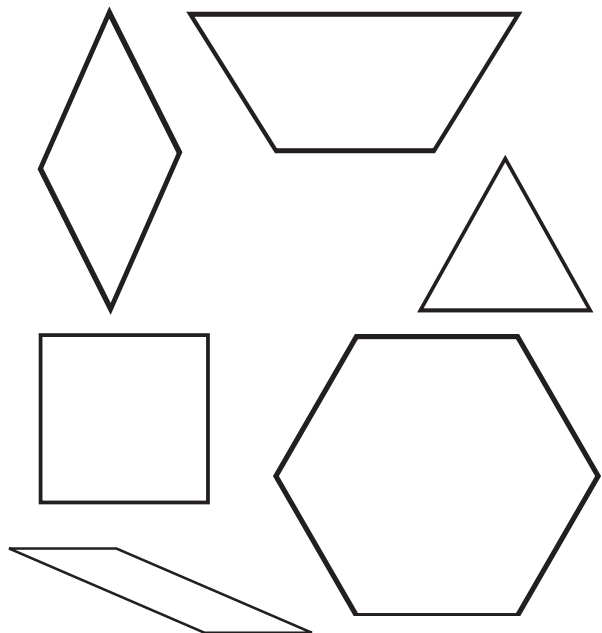
**trapezoid**

**parallelogram**

**rhombus**

**triangle**

**hexagon**



# Vocabulary Journal Template

Vocabulary Word \_\_\_\_\_

Explain \_\_\_\_\_

---

---

---

Draw Picture

Vocabulary Word \_\_\_\_\_

Explain \_\_\_\_\_

---

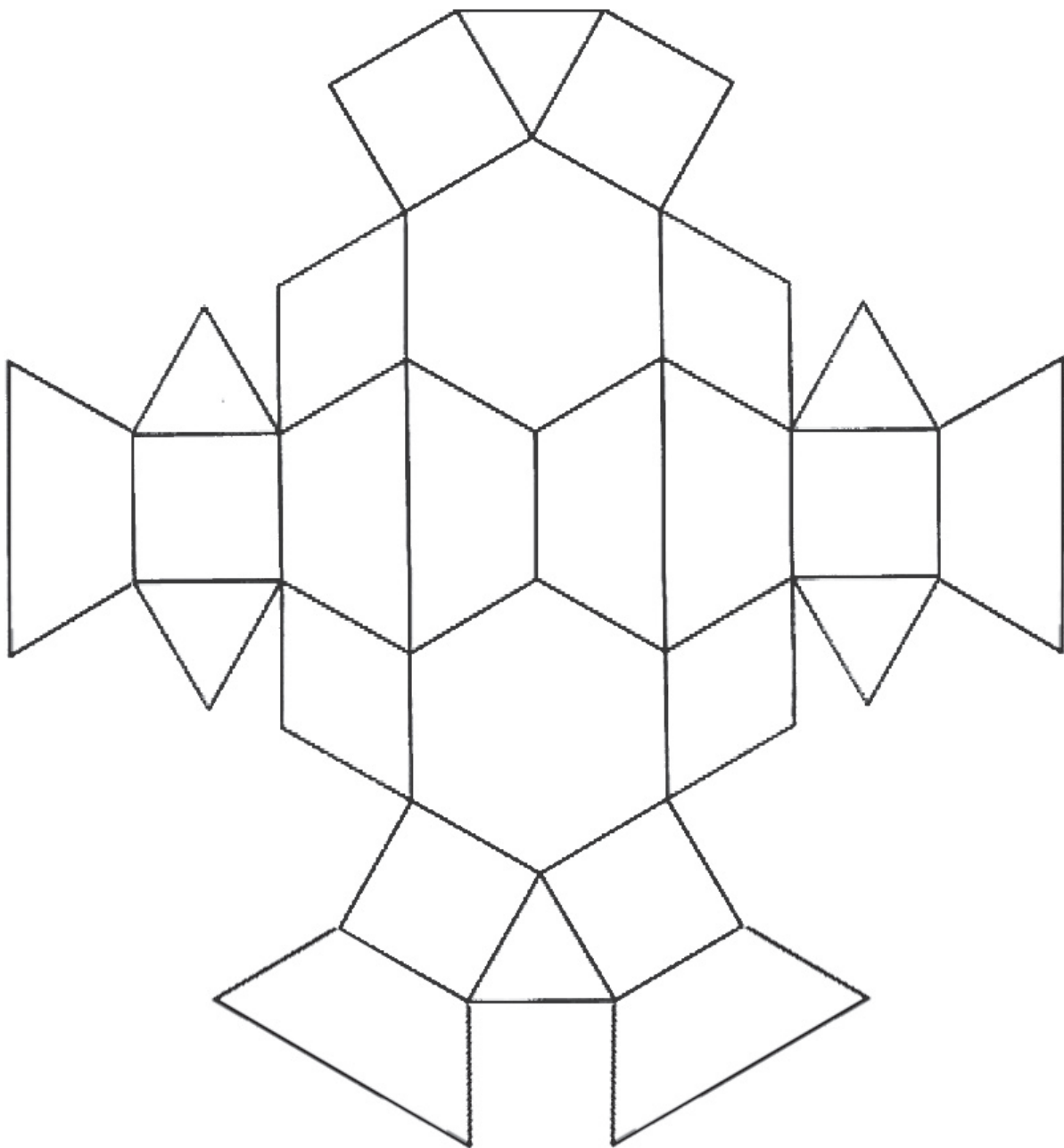
---

---

Draw Picture



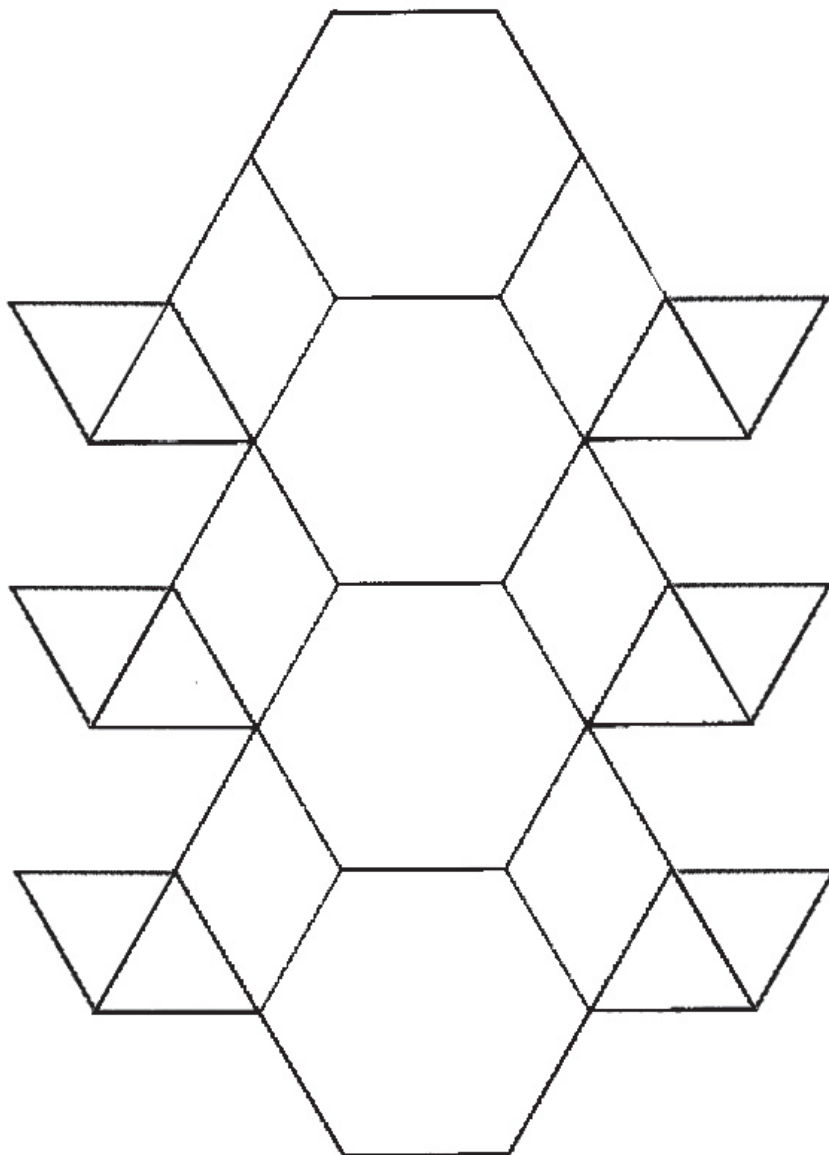
# Pattern Block Activity Cards





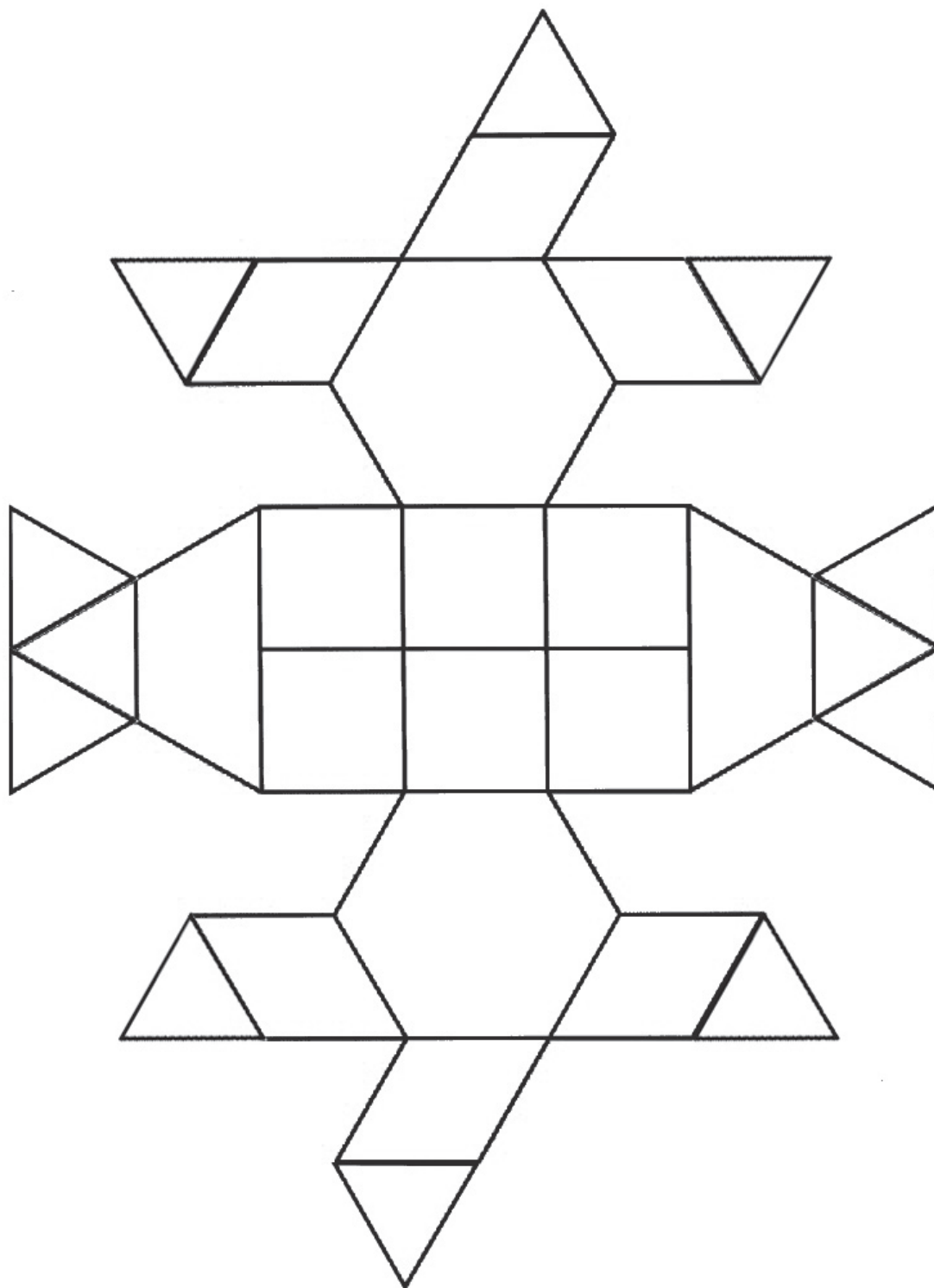


# Pattern Block Activity Cards



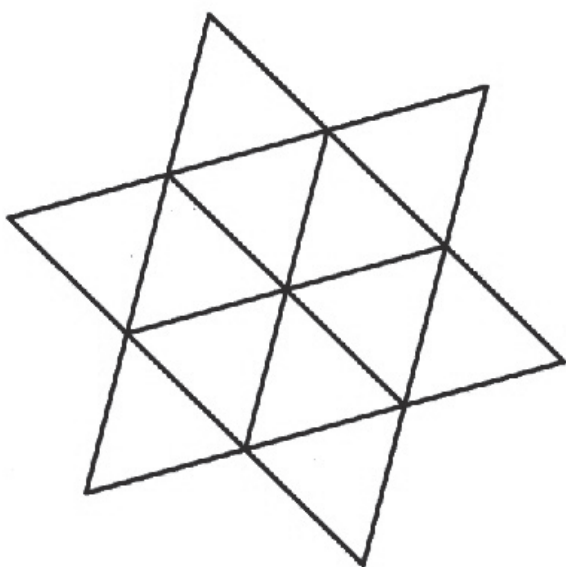
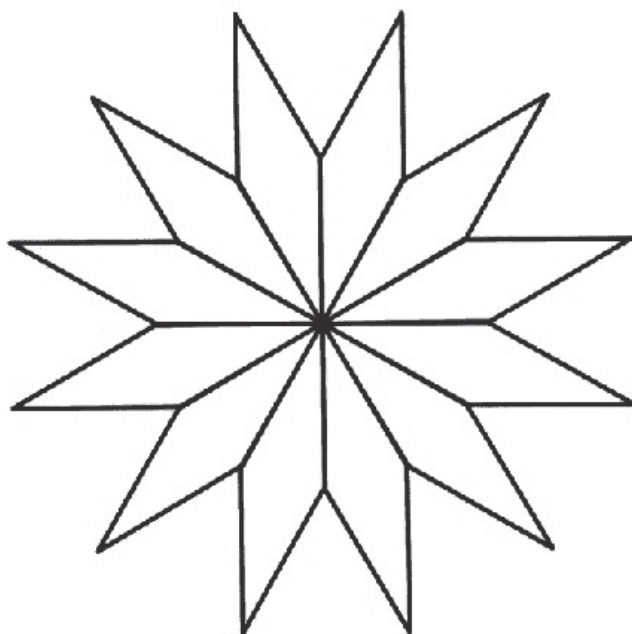
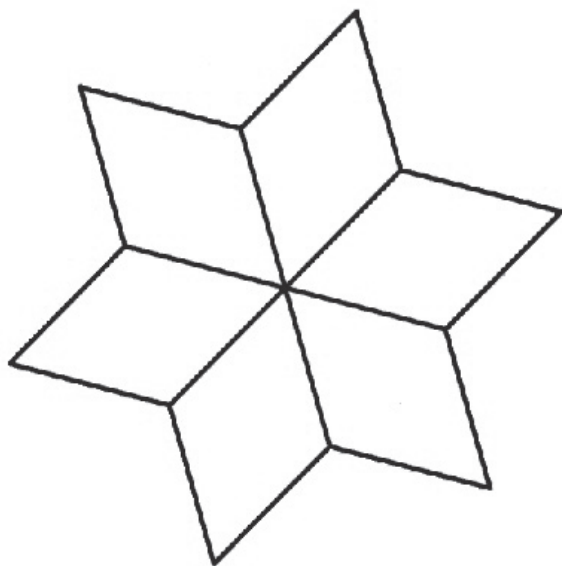


# Pattern Block Activity Cards



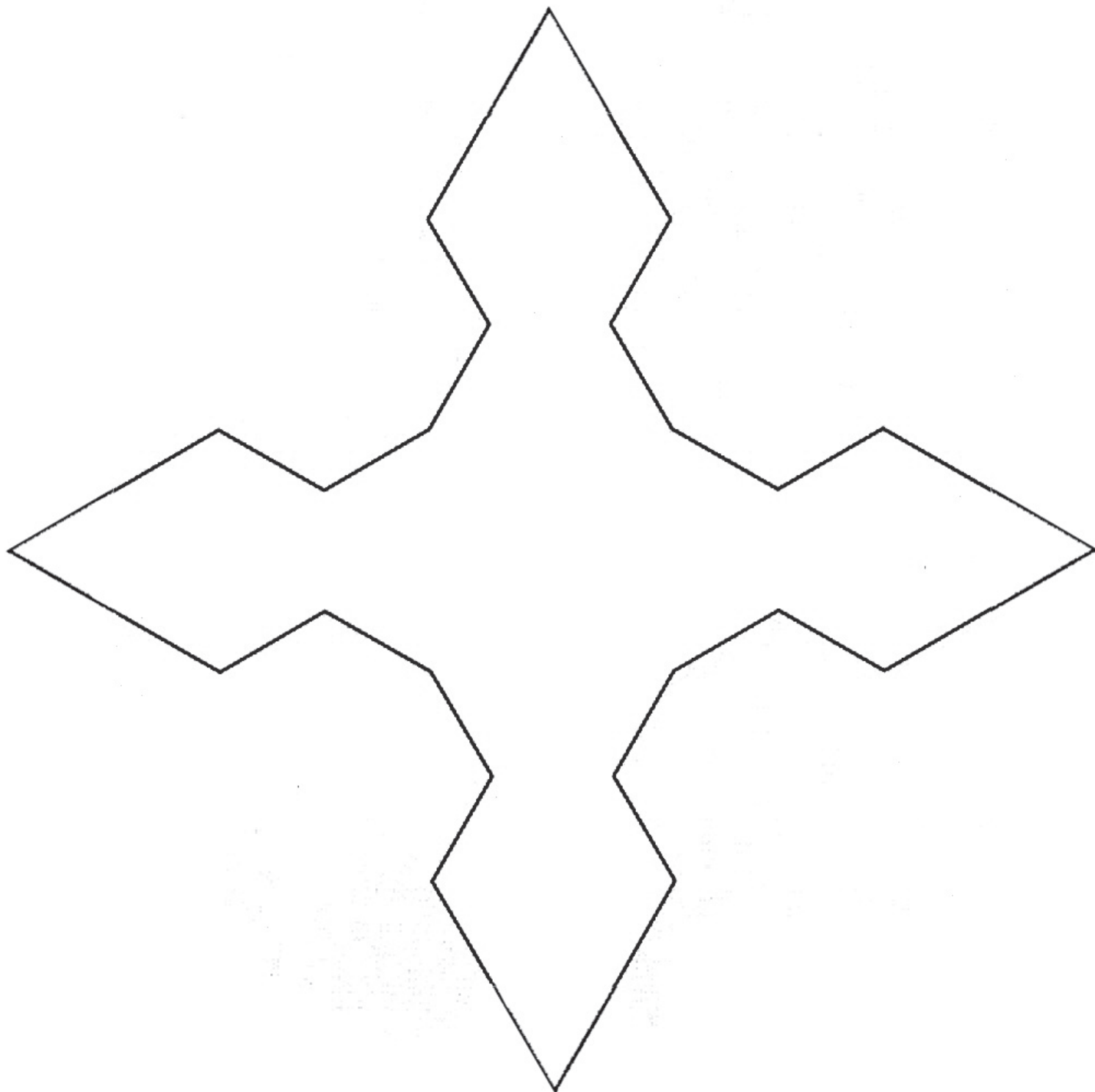


# Pattern Block Activity Cards





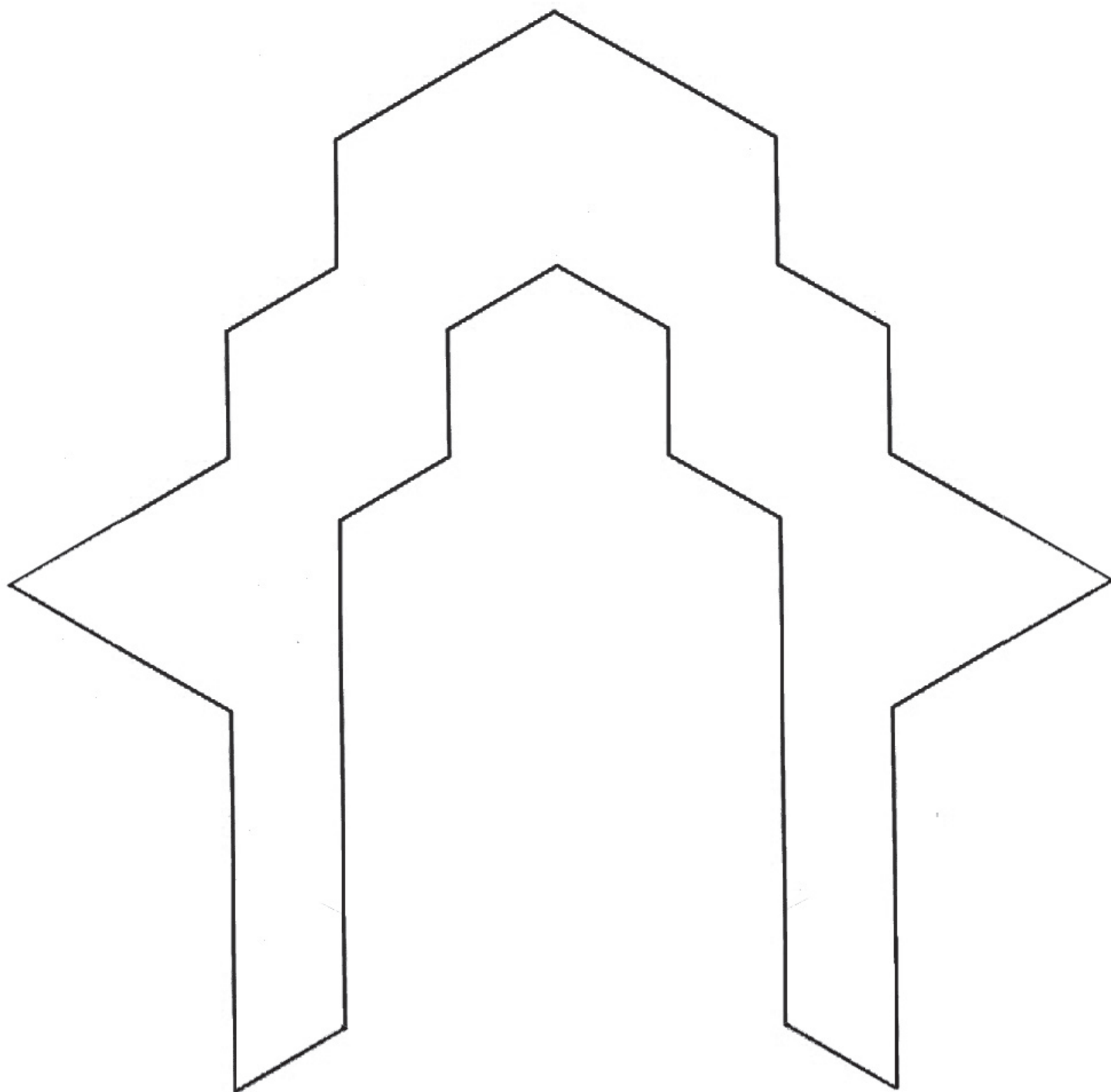
# Pattern Block Activity Cards





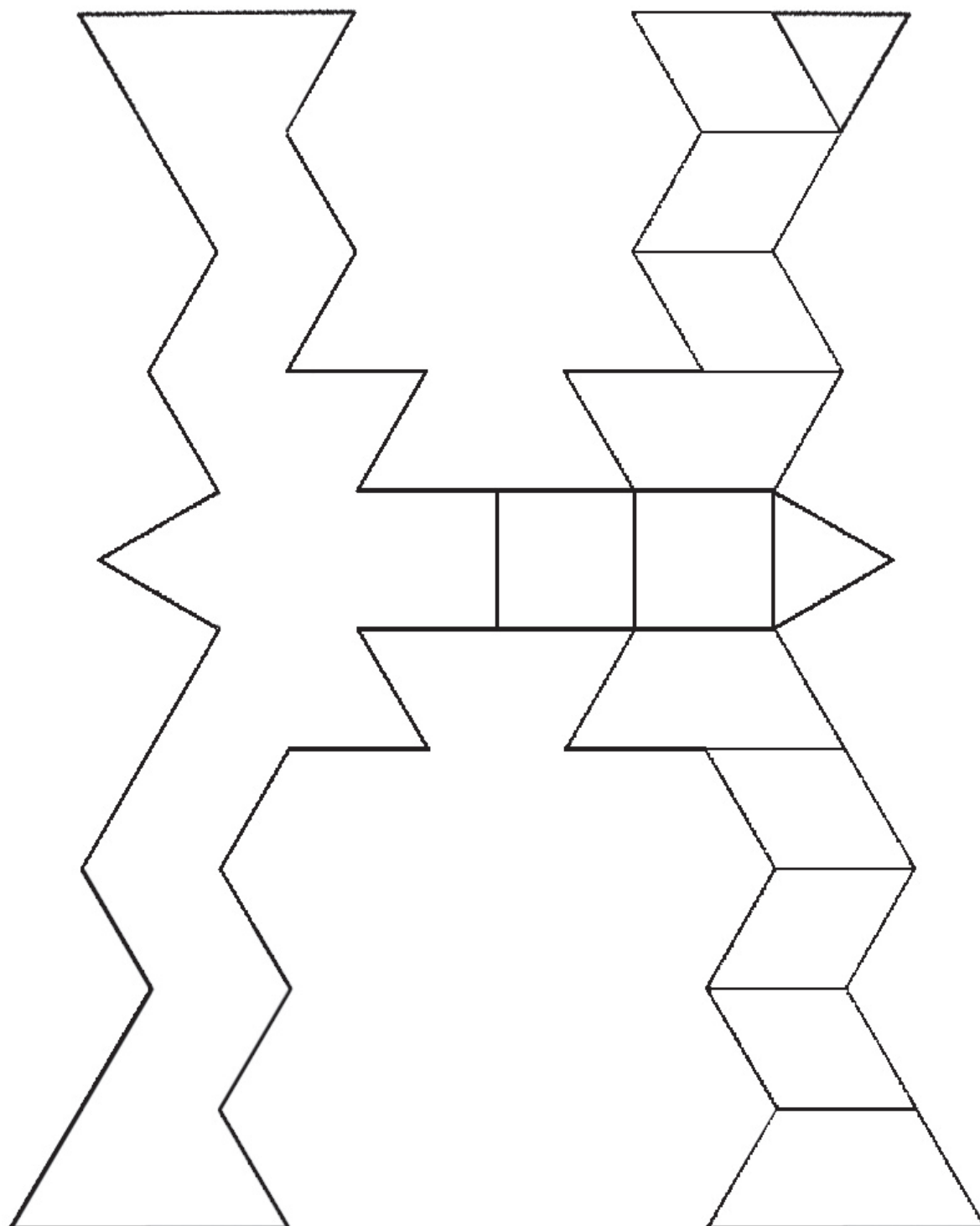


# Pattern Block Activity Cards



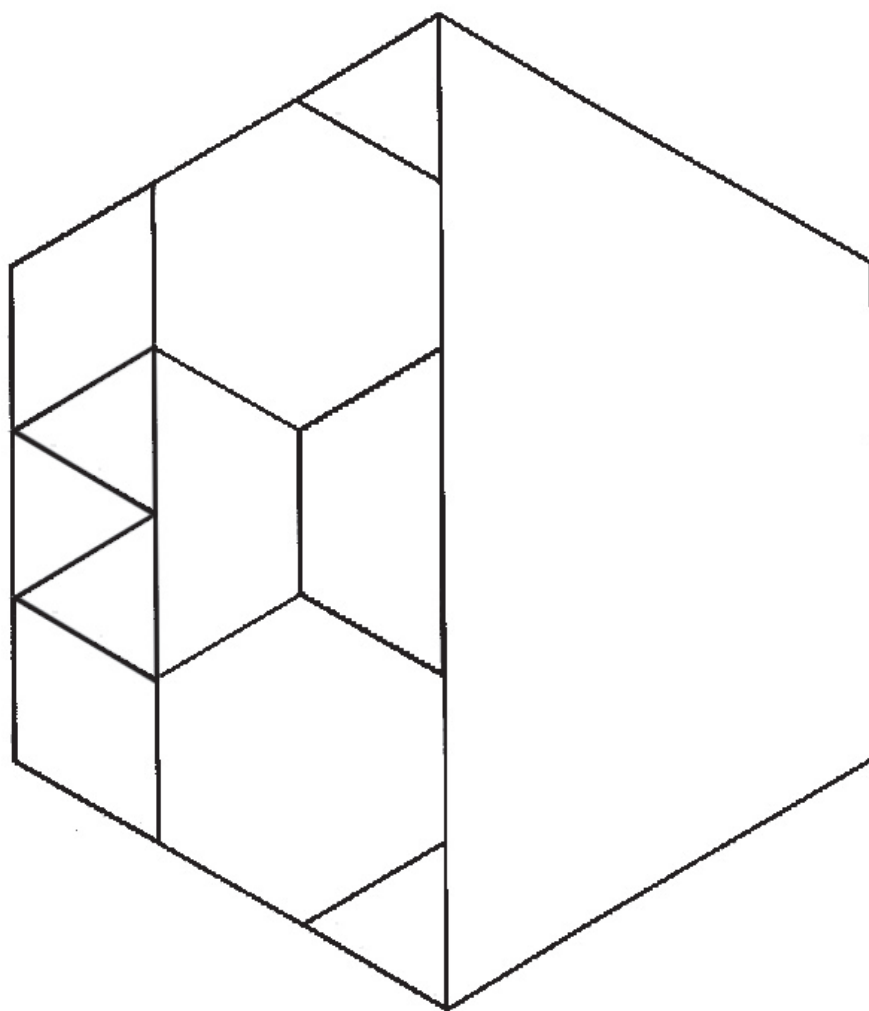


# Pattern Block Activity Cards



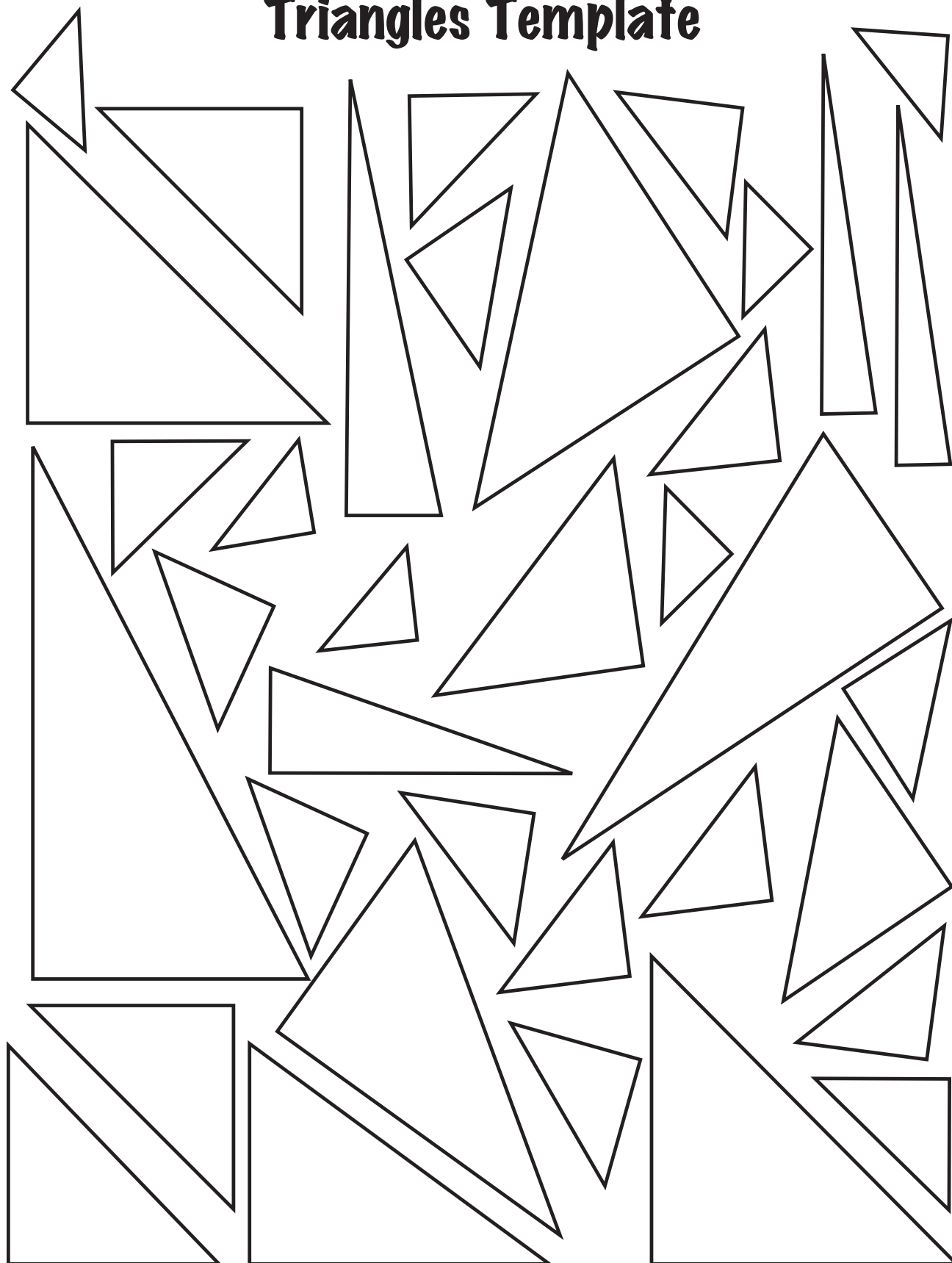


# Pattern Block Activity Cards





# Triangles Template

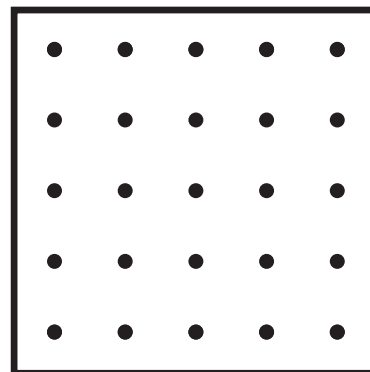
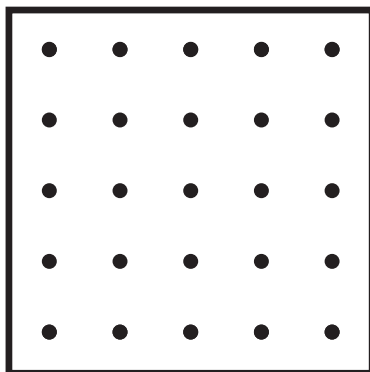
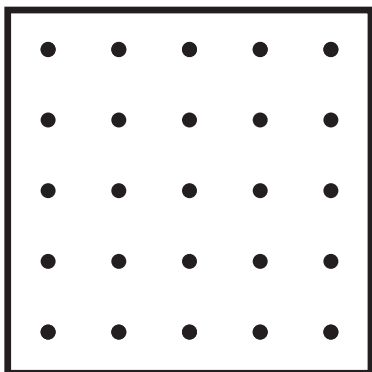




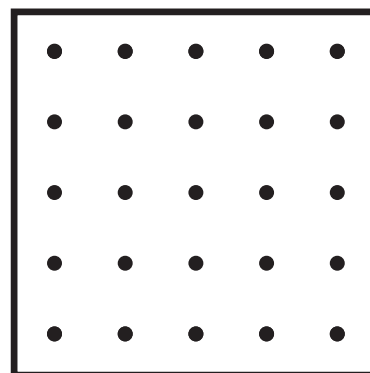
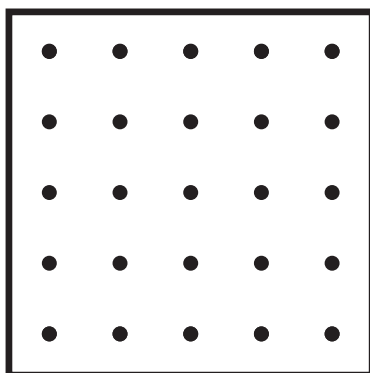
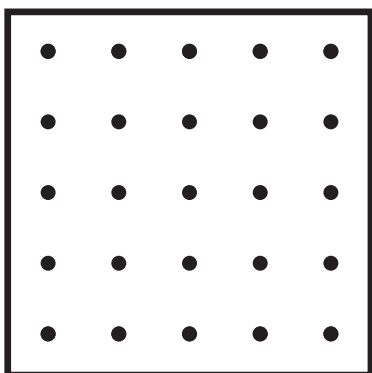


# Geo Shapes

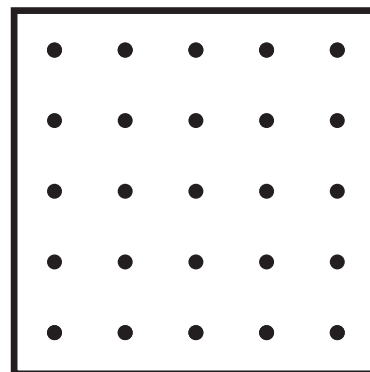
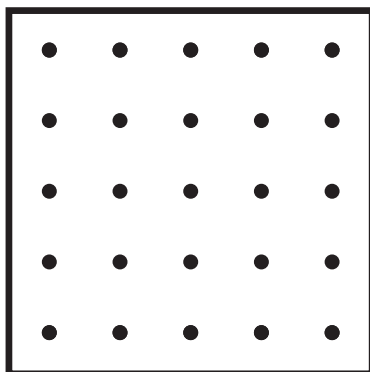
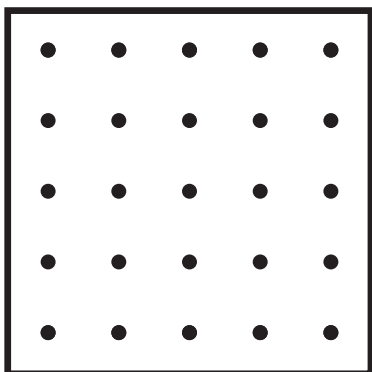
square



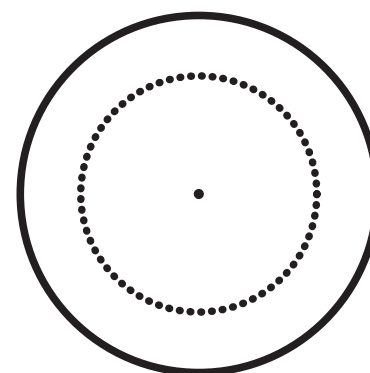
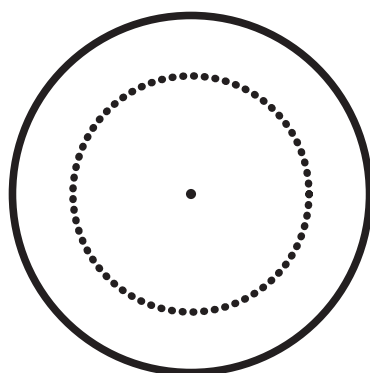
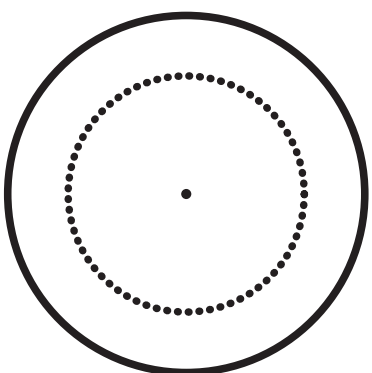
rectangle



triangle



circle



Name \_\_\_\_\_

# Shape Matching Exercise

**Directions:** Use the words in the box to fill in the blank for each sentence.

<b>cube</b>	<b>rectangular prism</b>	<b>cylinder</b>
<b>pyramid</b>	<b>sphere</b>	<b>cone</b>

1. This shape has triangles on four sides and is pointed at the top.  
\_\_\_\_\_
2. This shape is the same shape as a tissue box, a school box, or your desk. \_\_\_\_\_
3. This shape is the same as a world globe or a playground ball.  
\_\_\_\_\_
4. This shape is the same as a party hat or the bottom on an ice cream \_\_\_\_\_.  
\_\_\_\_\_
5. This shape is the same as the dice we use for math or a box of square note pads. \_\_\_\_\_
6. This shape is the same as a can of soup or a piece of chalk.  
\_\_\_\_\_

# Vocabulary Journal Template

Vocabulary Word \_\_\_\_\_

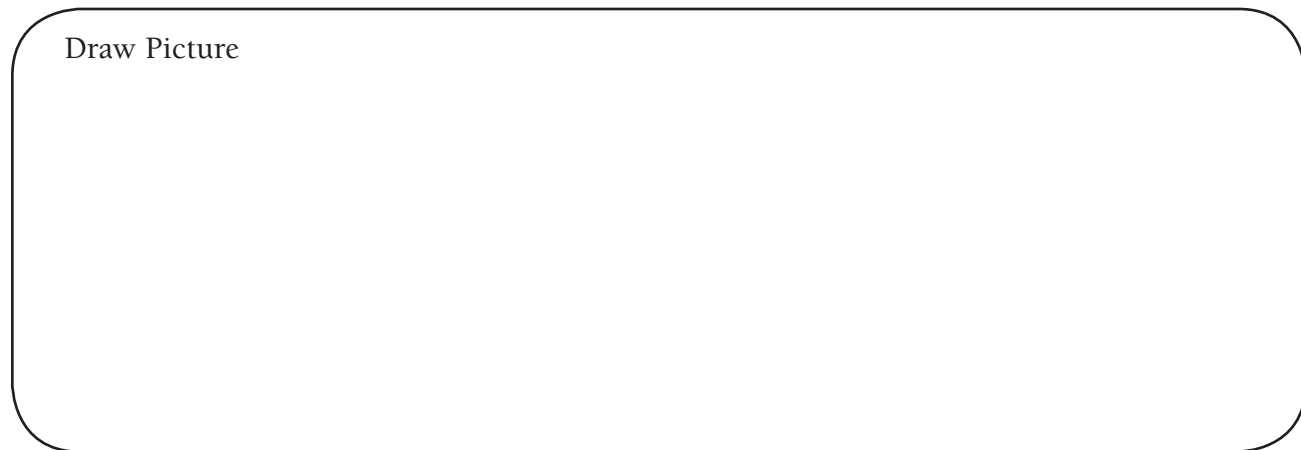
Explain \_\_\_\_\_

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Draw Picture



Vocabulary Word \_\_\_\_\_

Explain \_\_\_\_\_

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Draw Picture

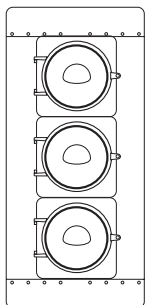






# My Eating Healthy Journal

Name \_\_\_\_\_



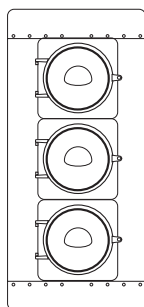
# Green Light Foods

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# Yellow Light Foods

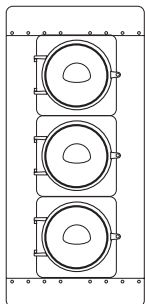
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# Red Light Foods

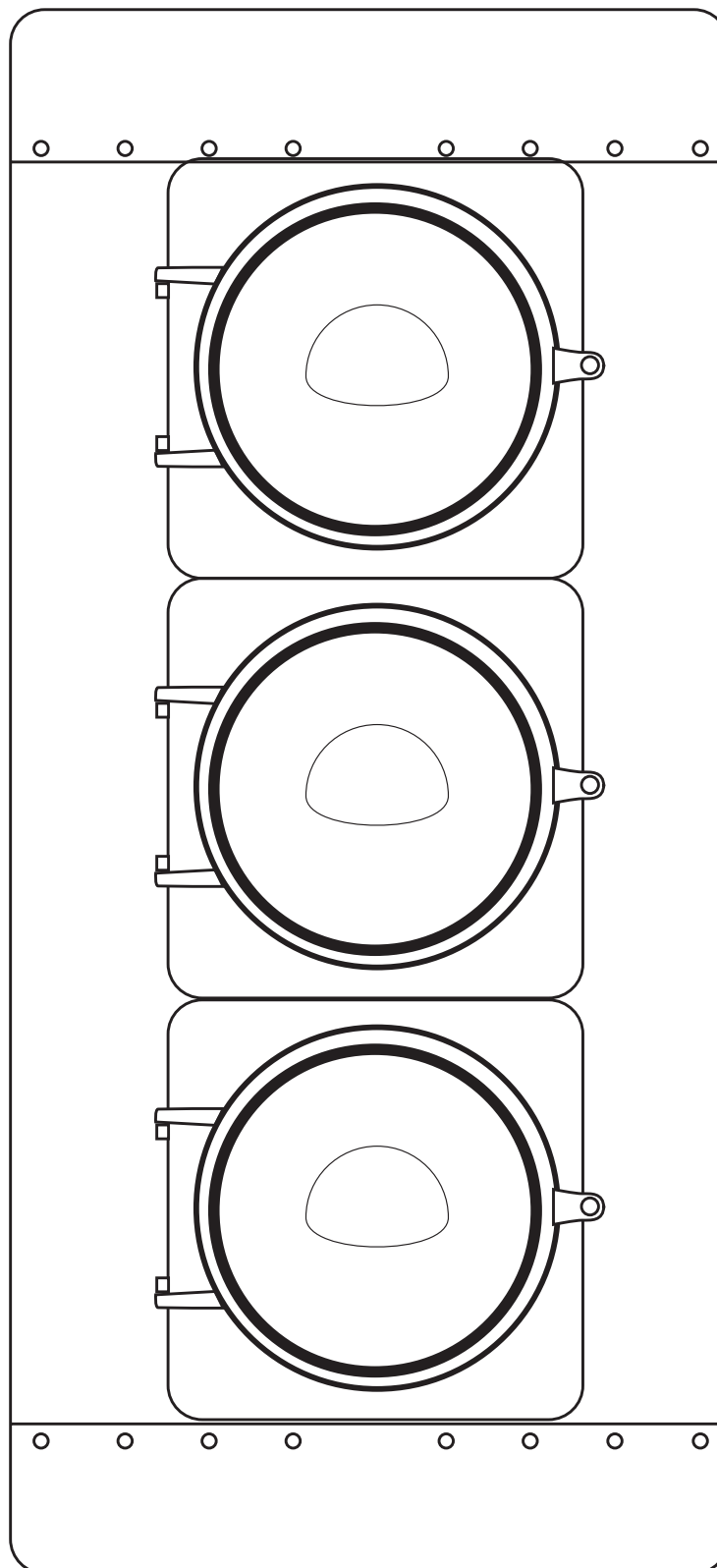
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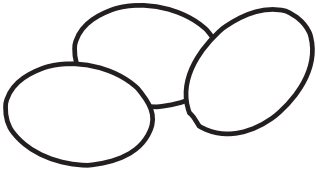
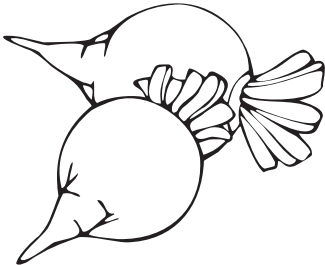
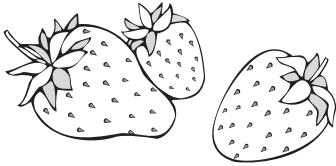

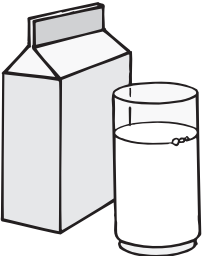
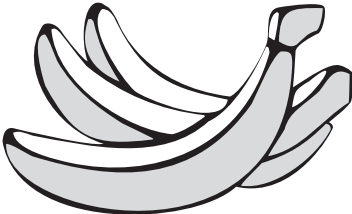


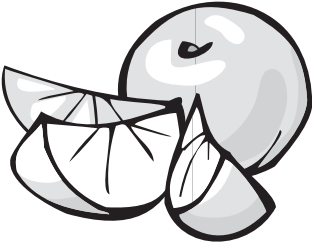



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# Stop Light



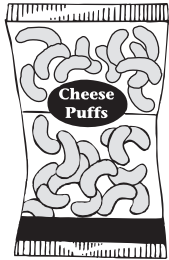



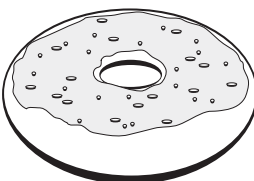

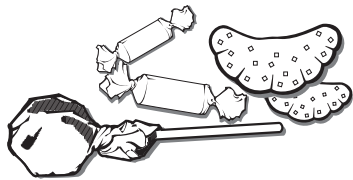

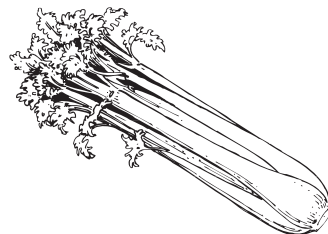

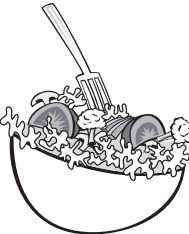
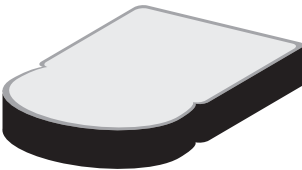


# Picture Food Cards - Teacher

		
<b>eggs</b>	<b>beets</b>	<b>strawberries</b>
		
<b>peanuts</b>	<b>soy milk or milk</b>	<b>bananas</b>
		
<b>tomatoes</b>	<b>pie</b>	<b>oranges</b>
		
<b>soda</b>	<b>cheese &amp; chips</b>	<b>birthday cake</b>



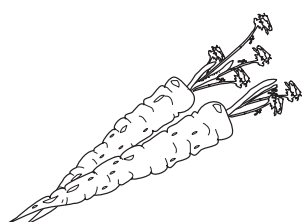





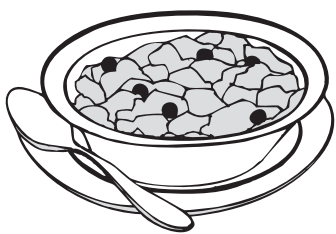
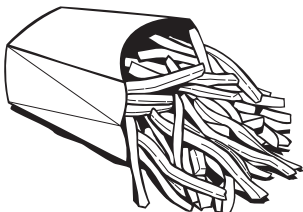

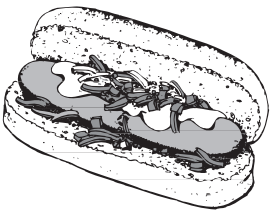


# Picture Food Cards - Teacher

 <p><b>cheese puffs</b></p>	 <p><b>tortilla chips</b></p>	 <p><b>water</b></p>
 <p><b>marshmallows</b></p>	 <p><b>donuts</b></p>	 <p><b>hamburger</b></p>
 <p><b>candy</b></p>	 <p><b>fish</b></p>	 <p><b>celery</b></p>
 <p><b>grapes</b></p>	 <p><b>salad</b></p>	 <p><b>whole wheat bread</b></p>



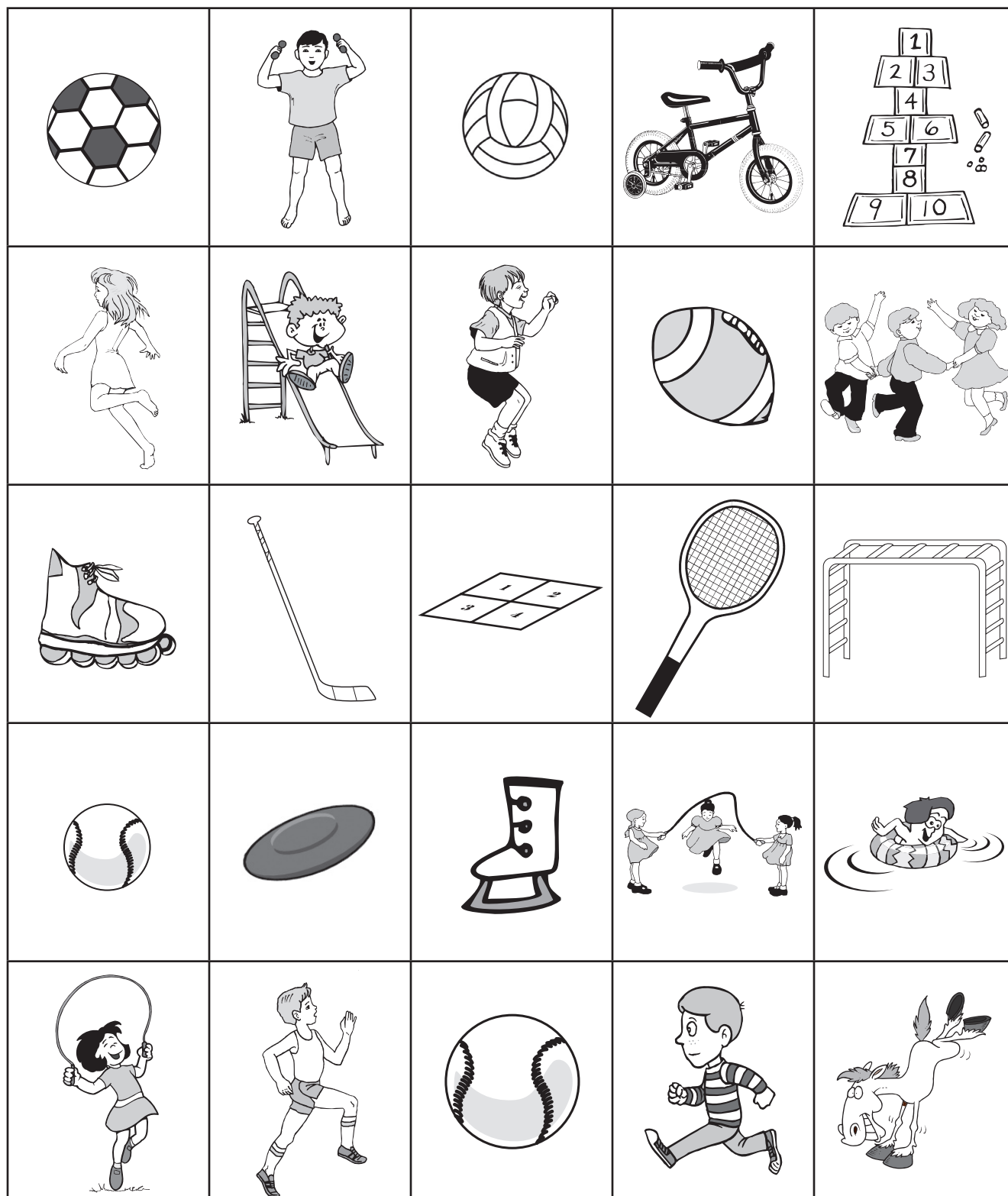
# Picture Food Cards - Student

 <p>apple</p>	 <p>chicken leg</p>	 <p>carrots</p>
 <p>yogurt</p>	 <p>soda</p>	 <p>cookies</p>
 <p>cupcake</p>	 <p>ice cream</p>	 <p>cereal</p>
 <p>french fries</p>	 <p>cotton candy</p>	 <p>hot dog</p>





# Busy Body Bingo Card



# Silly Stretch Poem

Touch you toes  
And touch your nose.  
Reach up to the sky!

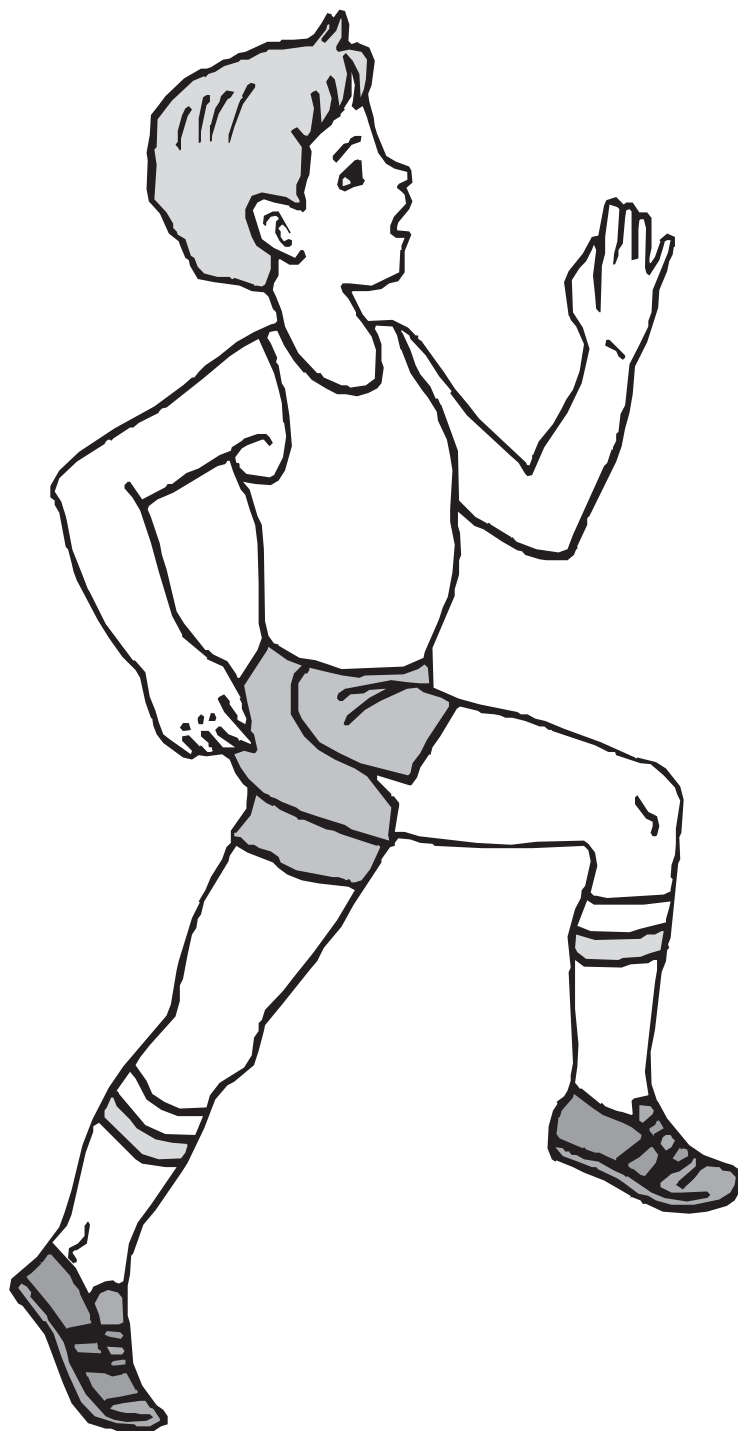
Start marching  
And flap your wings  
Pretend that you can fly!

Bend t your left  
And to your right.  
Swing your arms up high!

Now touch your totes  
And touch your nose.  
Reach up to the sky!



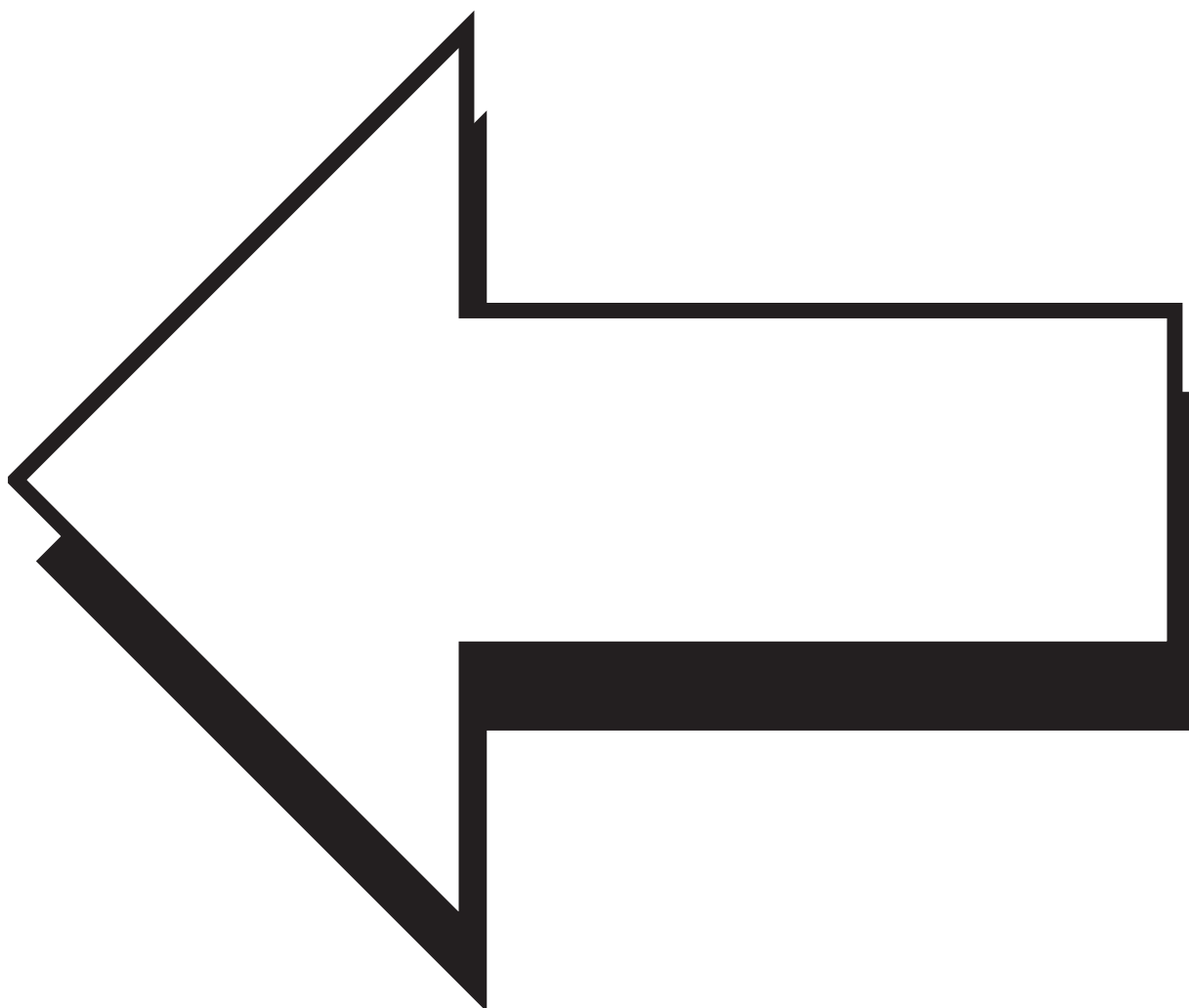
## Silly Stretch Picture Cards - 4



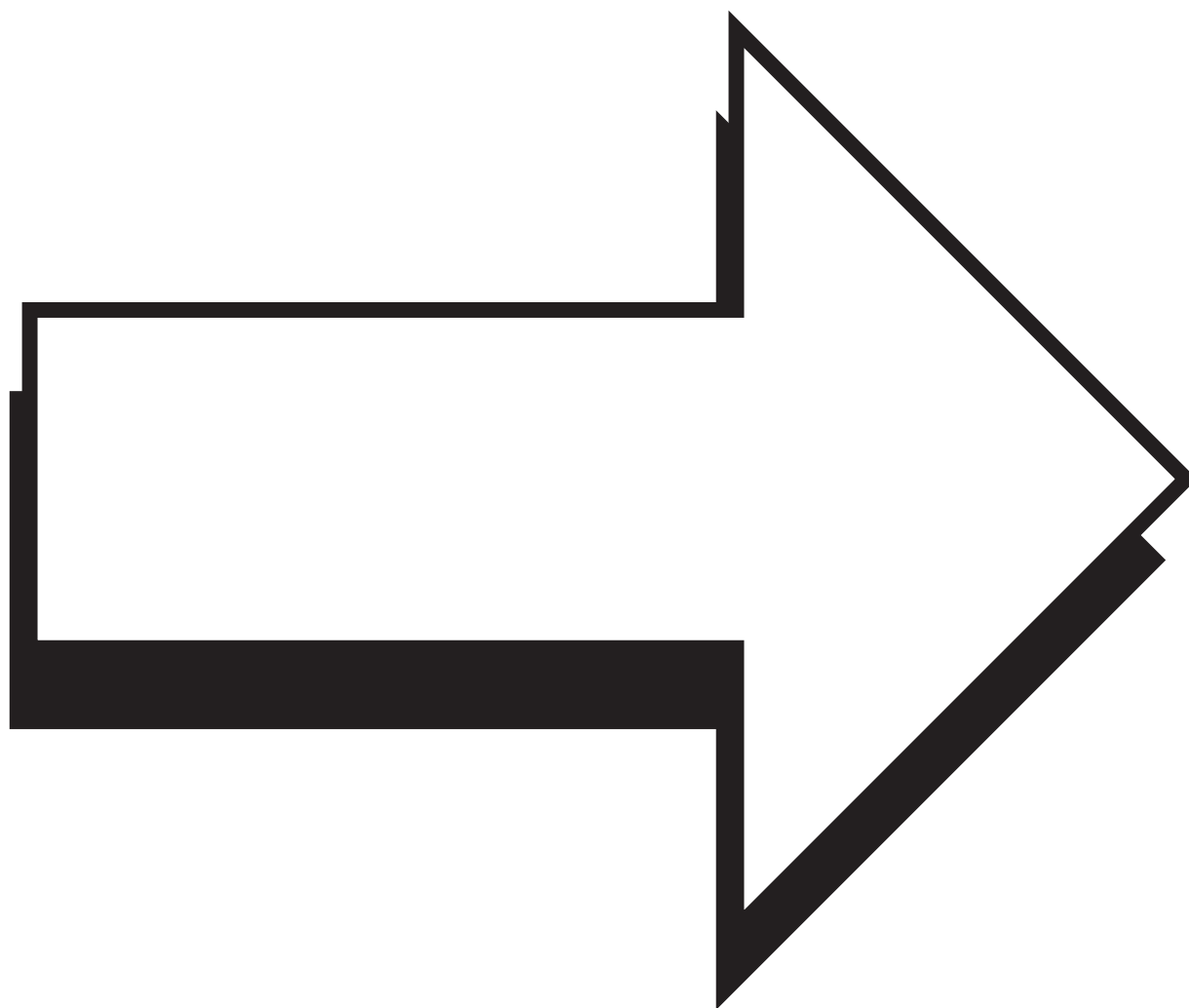
# Silly Stretch Picture Cards - 5



# Silly Stretch Picture Cards - 6



# Silly Stretch Picture Cards - 7

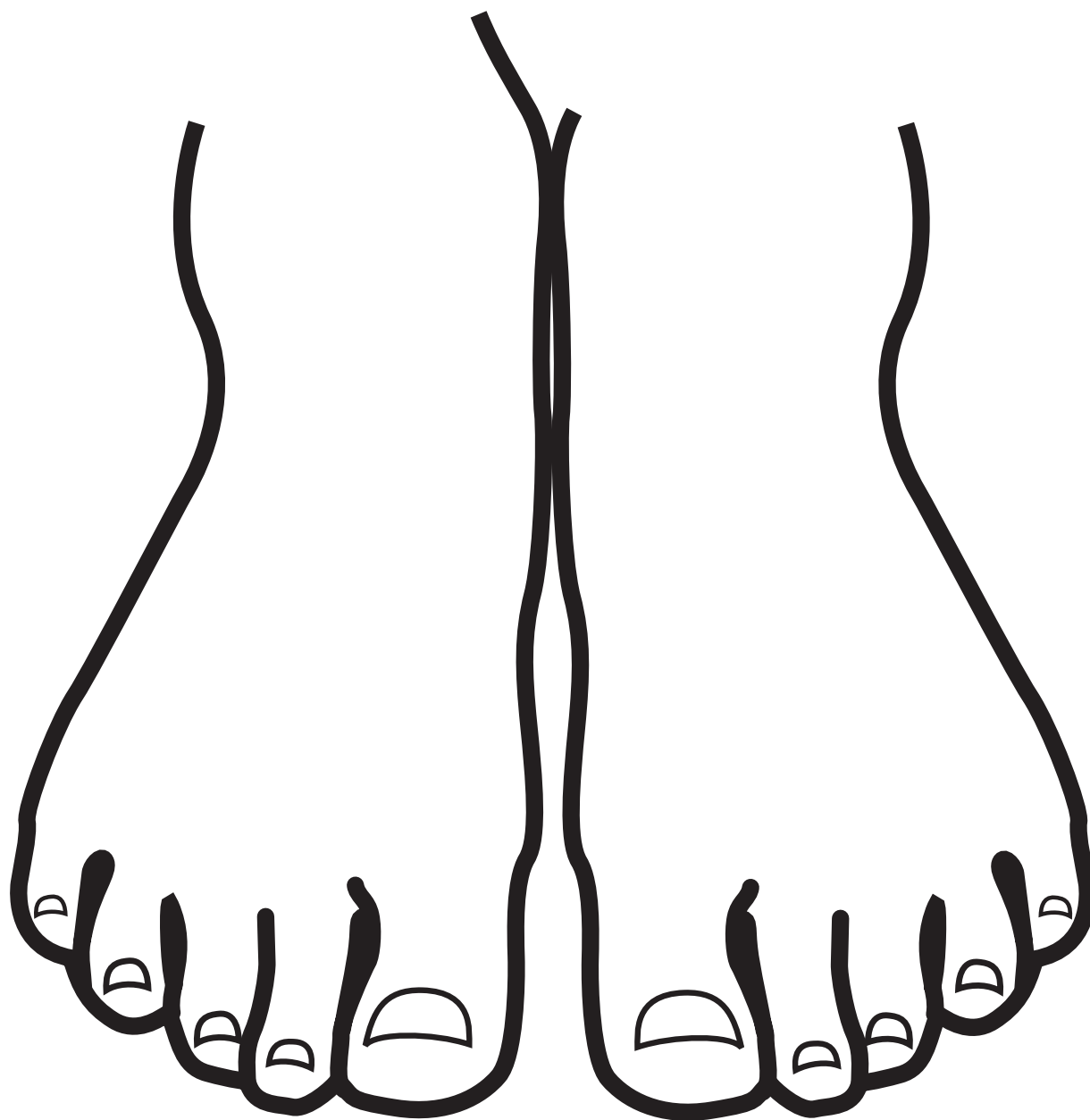


## Silly Stretch Picture Cards - 8





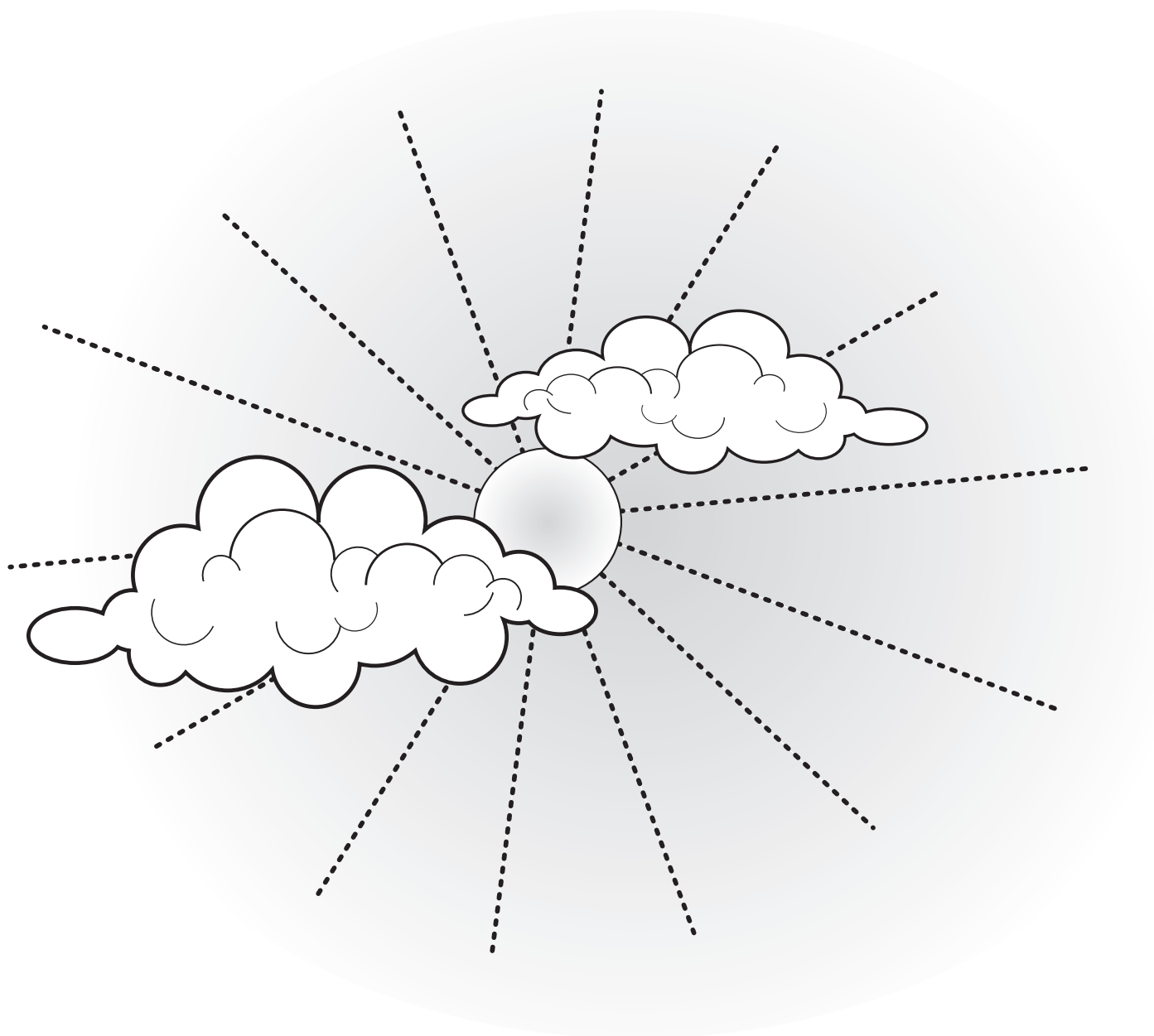
# Silly Stretch Picture Cards - 9




# Silly Stretch Picture Cards - 10



# Silly Stretch Picture Cards - 11



# My Exercise Journal



Name \_\_\_\_\_

I \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ today